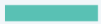


Welcome to Rhetoric & Composition

Developed by Prof. Wiggins



English 101: Rhetoric & Composition



Contents

- 1 *Rhetoric & Composition*
- 2 *How to pass the course.*
- 3 *What should I be doing?*
- 4 *Classroom tools*
- 5 *Him*



Welcome Message

Welcome to Rhetoric & Composition!

This guide will help you in all of your classes.

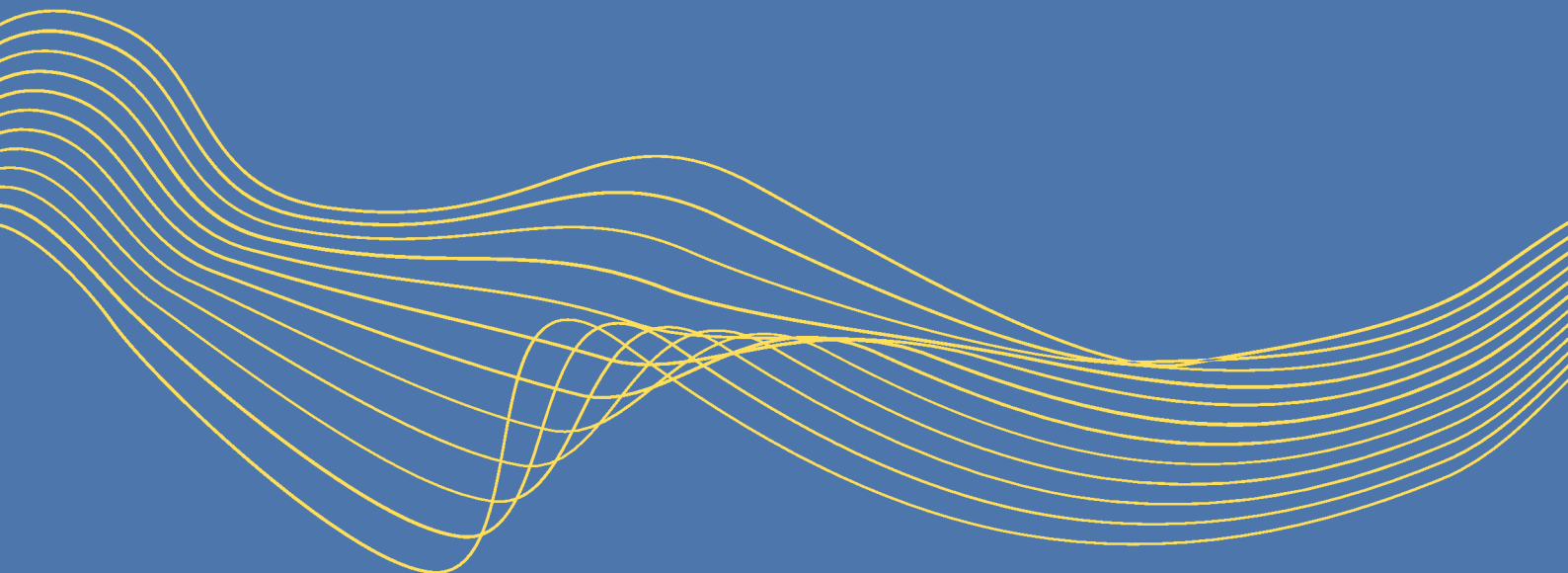
This class:

- Explores the analysis of literature and articles about **issues in the humanities and in society**. Students practice various modes of writing, ranging from exposition to argumentation and persuasion.
- The course includes a review of standard grammatical and stylistic usage in proofreading and editing. An introduction to library resources lays the foundation for **research**.
- Topics include **writing analysis and practice, revision, and research**. Students write a research paper using library resources and using a formatting and documentation style appropriate to the purpose and audience.



*Asking questions is
mandatory!*





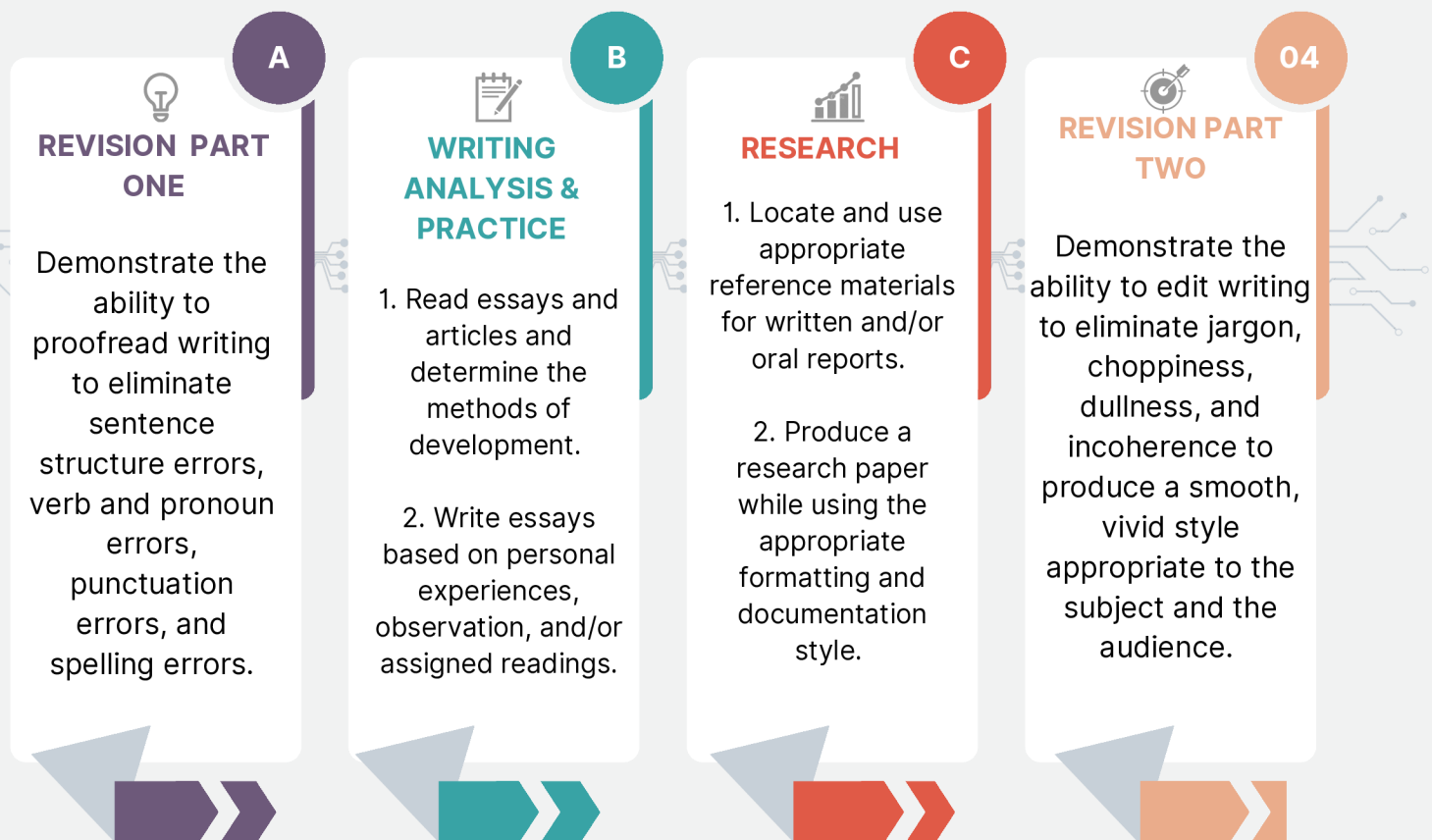
1

Rhetoric & Composition

Rhetoric & Composition

ENGLISH-101

Explores the analysis of literature and articles about issues in the humanities and in society. Students practice various modes of writing, ranging from exposition to argumentation and persuasion. The course includes a review of standard grammatical and stylistic usage in proofreading and editing. An introduction to library resources lays the foundation for research. Topics include writing analysis and practice, revision, and research. Students write a research paper using library resources and using a formatting and documentation style appropriate to the purpose and audience.



WIGGINS PROCESS

THE SELF & DECONSTRUCTION

1

THE NARRATIVE

Students will develop an understanding of their personal needs, wants, and goals.

[A, B]

CRITICAL THINKING & RESEARCH

2

RHETORIC

Students will analyze and evaluate rhetorical practices of various genres.

[A, C]

COMPOSITION

3

PRODUCE

Students will develop research based multi-modal composition deliverables.

[A, B, C]

EVALUATE

4

EVALUATE

Students will evaluate their products by:

- 1) Consulting the writing center & instructor feedback;
- 2) Possible peer evaluations OR practicing recursive writing.

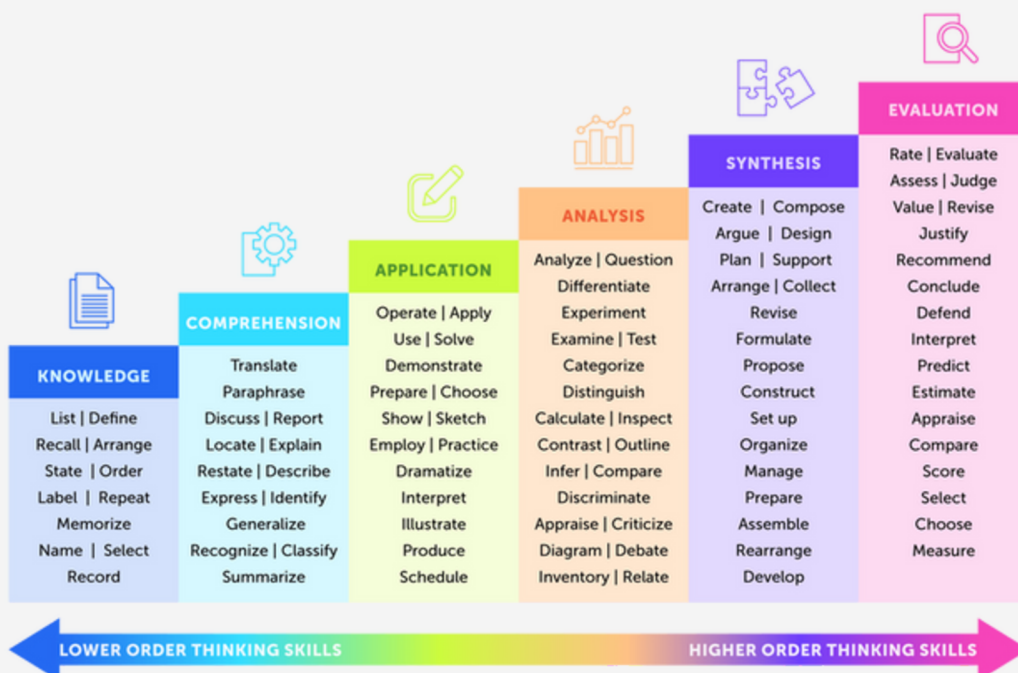
[A, B]

WIGGINS LEARNING GOALS PART 1

Bloom's Taxonomy

Wiggins uses Bloom's Taxonomy to teach. The lessons activities, and learning goals are set around the institutional course description and student needs.

					
Remember	Understand	Apply	Analyze	Evaluate	Create
Retrieving relevant knowledge from long-term memory.	Determining the meaning of instructional messages, including oral, written, and graphic communication.	Carrying out or using a procedure in a given situation.	Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.	Making judgments based on criteria and standards.	Putting elements together to form a novel, coherent whole or make an original product.
<i>Example verbs:</i> <i>Recognizing Recalling</i>	<i>Example verbs:</i> <i>Interpreting Exemplifying Classifying Summarizing Inferring Comparing Explaining</i>	<i>Example verbs:</i> <i>Executing Implementing</i>	<i>Example verbs:</i> <i>Differentiating Organizing Attributing</i>	<i>Example verbs:</i> <i>Checking Critiquing</i>	<i>Example verbs:</i> <i>Generating Planning Producing</i>



Wiggins uses Bloom's Taxonomy to teach. The lessons activities, and learning goals are set around the institutional course description and student needs.

BLOOM'S TAXONOMY

Create	Use Existing Information to make something new Invent, Develop, Design, Compose, Generate, Construct
Evaluate	Make judgments based on sound analysis Assess, Judge, Defend, Prioritize, Critique, Recommend
Analyze	Explore relationships, causes, and connections Compare, Contrast, Categorize, Organize, Distinguish
Apply	Use existing knowledge in new contexts Practice, Calculate, Implement, Operate, Use, Illustrate
Understand	Grasp the meaning of something Explain, Paraphrase, Report, Describe, Summarize
Remember	Retain and recall information Reiterate, Memorize, Duplicate, Repeat, Identify

WIGGINS

LEARNING GOALS PART 2

By the end of this course students will be able to:

1. recognize the use of rhetoric and rhetorical fallacies in various disciplines, systems, and industries-- such as businesses, medicine, technology, psychology, and more.

(Knowledge/Remember)

2. understand the rhetorical communication methods used in a rhetorical situation. **(Comprehension/Understand)**

3. use various models and theories from various disciplines to produce an argument. **(Application)**

4. analyze rhetorical techniques used in various forms of media. **(Analysis)**

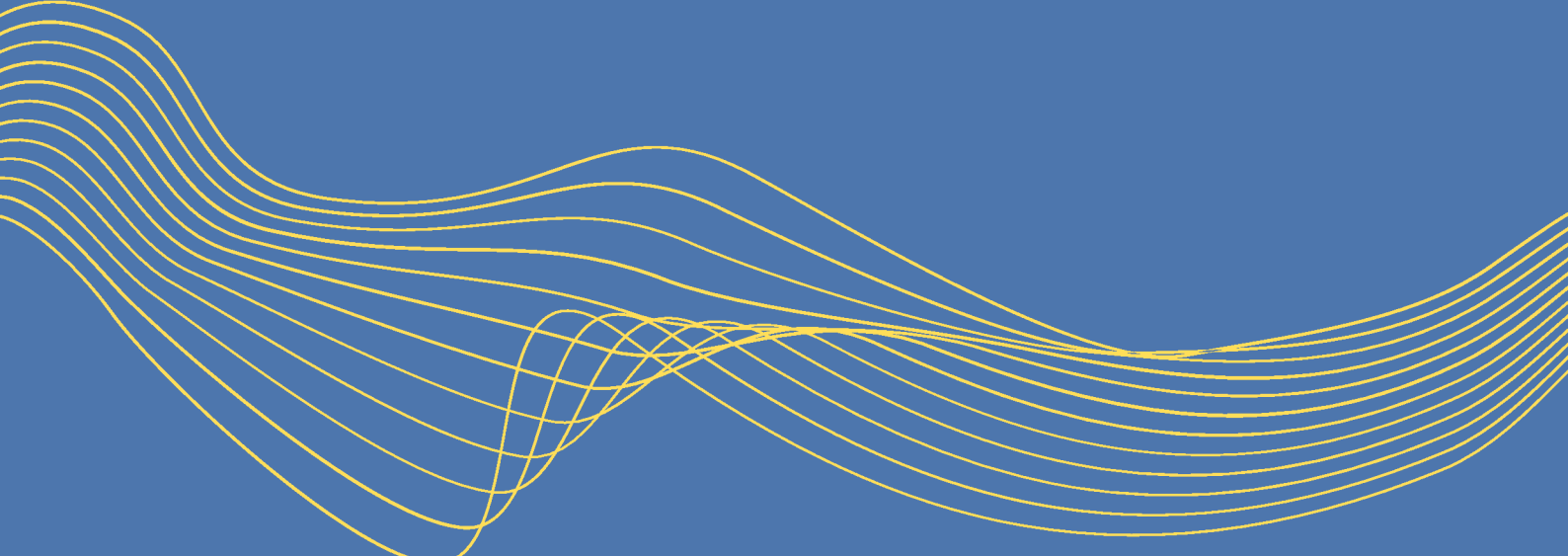
5. design and develop arguments using prior research and rhetorical techniques. **(Synthesis/Create)**

6. defend an argument using rhetorical methods. **(Evaluation/Create)**



Wiggins uses Bloom's Taxonomy to teach. The lessons activities, and learning goals are set around the institutional course description and student needs.



A series of thin, yellow, wavy lines that flow from the left side of the page towards the right, creating a sense of movement and rhythm.

2

How to Pass the Course

Encouragement

1. Come to class weekly and participate.

Attending class regularly is crucial for your success. By being present, you ensure that you do not miss out on important lectures, discussions, and announcements. Participation further enhances your learning experience by allowing you to engage with the material actively, ask questions, and contribute to discussions. Consistent attendance and participation demonstrate your commitment and can significantly improve your understanding and retention of the subject matter.

2. Check Blackboard and follow all of the instructions.

Regularly checking Blackboard is essential for staying updated on course materials, assignments, and announcements. Make it a habit to log in frequently and review any new postings or updates from your instructor. Following all instructions carefully ensures that you complete assignments correctly and meet all deadlines. By staying on top of these tasks, you can avoid missing important information and maintain a good standing in your course.

3. Contact your professor with any questions you may have.

If you have any questions or need clarification on course materials, don't hesitate to contact your professor. Open communication is key to overcoming challenges and ensuring your understanding of the subject matter. Professors are there to help you succeed, so reaching out with questions can provide you with the guidance you need. Whether through email, office hours, or after class, make use of these opportunities to get the support you need to excel.

4. Breathe! Remember that you are great! I am here for you!

Take a moment to breathe and remind yourself that you are capable and resilient. It's normal to feel overwhelmed at times, but remember that you have the skills and determination to succeed. Your well-being is important, and taking care of yourself will help you stay focused and motivated. Don't forget that support is available—whether from your professor, classmates, or other resources. You're not alone in this journey, and we're here to help you every step of the way.



Remember to follow all school policies, rules, and regulations.





1

Think Critically

- College requires you to think at a higher level than what you have done before.
- Enter each class seeking to expand your mind and **do not defend what you you think you know.**
- Ask questions.

3

Mbongi

- Asking questions will help you and your classmates.
- Add to the conversation.
- Critique the arguments being made.
- Take notes of what others are saying.
- Critically think.
- Ask questions to your class.

2

Prepare for the Next Class

- Ensure to watch all videos that are on online.
- Read any articles assigned to you.
- Ask questions to your professor.

4

Focus on your Goals!

- Many students end their college career for various reasons. You should always do what is best for you.
- Do not put yourself in a situation that could cause your goals to end.
- Do not let others have a greater influence on your goals, than you.
- Ask questions to your professor.



Read everything on Blackboard!

- Weekly instructions will be posted on Blackboard.
- Reach out to your professor if you have questions!

Mbongi Sessions

A learning and meeting space.

Students will participate in mbongi sessions to research, listen, think, and argue on rhetorical topics.

Issues & Problems



- Bring topics, issues, and problems to discuss.
- These must relate to the course or assignment from instructor.
- Instructor may provide topics for students information to research.

Research & Critical Thinking



- Use research to find information on the topics, issues, and problems to discuss.
- Use critical thinking to determine credibility and to navigate possible misinformation or disinformation.
- Students will use appropriate sources and prepare materials to discuss.

Listen & Argue



- Use critical thinking by listening to other arguments.
- Determine credibility and navigate possible misinformation or disinformation.
- Use rhetorical skills to make claims and argue.

Step 1: Find a definition and cite your source.

Step 2: Find a case study and bring them to class.



Key Questions to Ask When Analyzing Media Experiences

Media literacy requires us to actively consider all our media experiences, from scrolling social media to watching news at the dentist's office. The term media experiences accounts for both the media text (what many think of as "the message") and the environment—both physical and technological—in which we encounter the text.

The key questions below can help us to think critically about the messages we encounter, the platforms and technologies that help shape those messages, and our own personal contexts that we bring to each media experience. Not all questions may apply to every media experience, and there may be others you find yourself asking in addition to these. Some questions will have more than one answer, but for all questions, we should also be sure to probe for evidence, asking ourselves, How do I know that? What makes me say that?

Authors and Audiences

Authorship

Who made this?
Who was and was not involved in the creation of this?
When was this made?

Purposes

Why was this made?
What does this want me to do?
Who is the target audience?

Economics

Who paid for this?
Who makes money from this?

Messages and Meanings

Content

What does this want me to think (or think about)?
What could someone learn from this?
What meanings, values and perspectives are obvious, and what are implied?
What is left out that might be important to know?

Techniques and Format

How does the format or method of communication impact my experience with the media?
Where or how was it shared with the public?
What techniques are used to communicate meaning, and why?
How do those techniques communicate this message?

Reflections and Evaluations

Interpretation

What is my interpretation? What can I learn about myself by reflecting on my interpretation? How might different people understand this message differently?

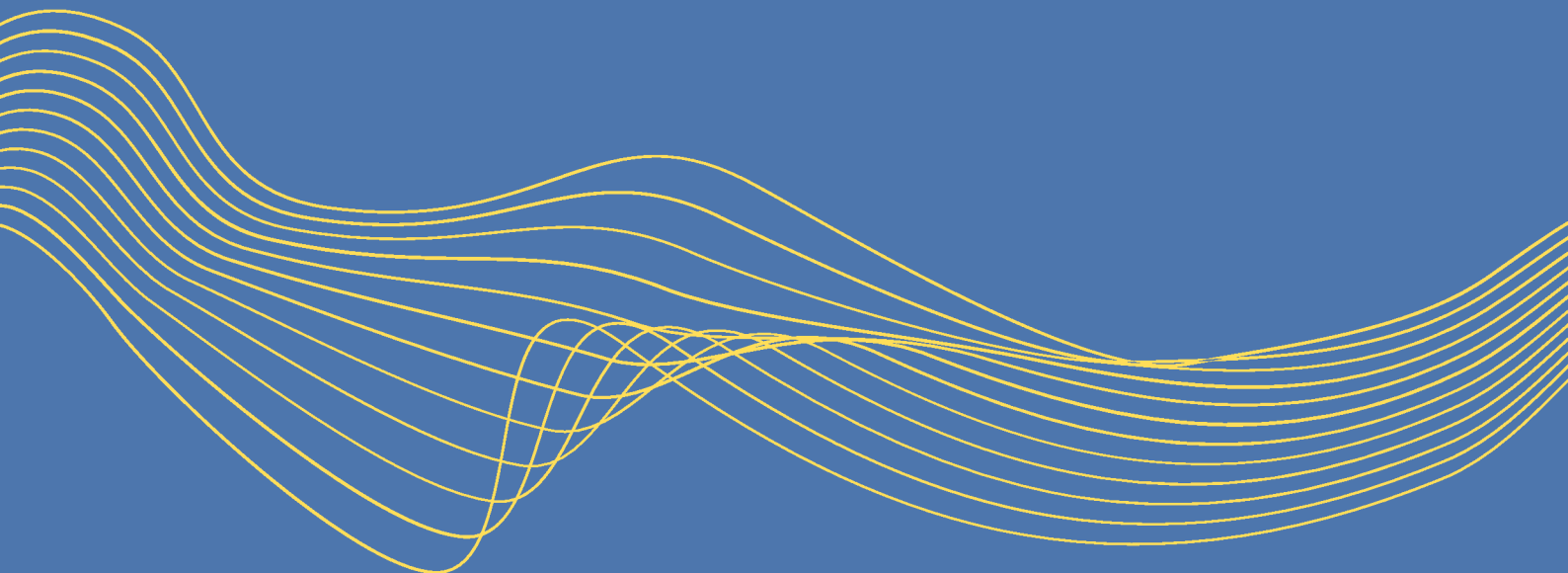
Responses

How does this make me feel?
How do my emotions influence my interpretation of this?
If I feel the need to respond, what actions could I take that would feel productive?

Credibility

Is this fact, opinion, or something else? What are the sources of the information, ideas, or assertions? How credible is this (and how do you know)? How do I know I can trust this source to give me credible information about this topic?





3

What should I be doing?



Assignments



1

Complete Weekly Mbongi

- You are expected to research each term or phrase and write down your findings.
- This written preparation is mandatory for class participation.
- Students who do not bring their written research to class will not be able to participate.

2

Creative Activities

- Students will participate in creative activities.
- Complete all creative activities, on time.

3

1 Essay Each Month

- Students will participate in one essay each month.
- Complete each essay on time.
- Rough drafts may be required. Complete these on time, as well.



MAJOR ASSIGNMENT DUE DATES



**Do not start these until you are told to.

1

September

Due Date

**Rough Draft:
See Blackboard**

**Final Draft:
See Blackboard**

2

October

Due Date

**Rough Draft:
October 15**

**Final Draft
October 29**

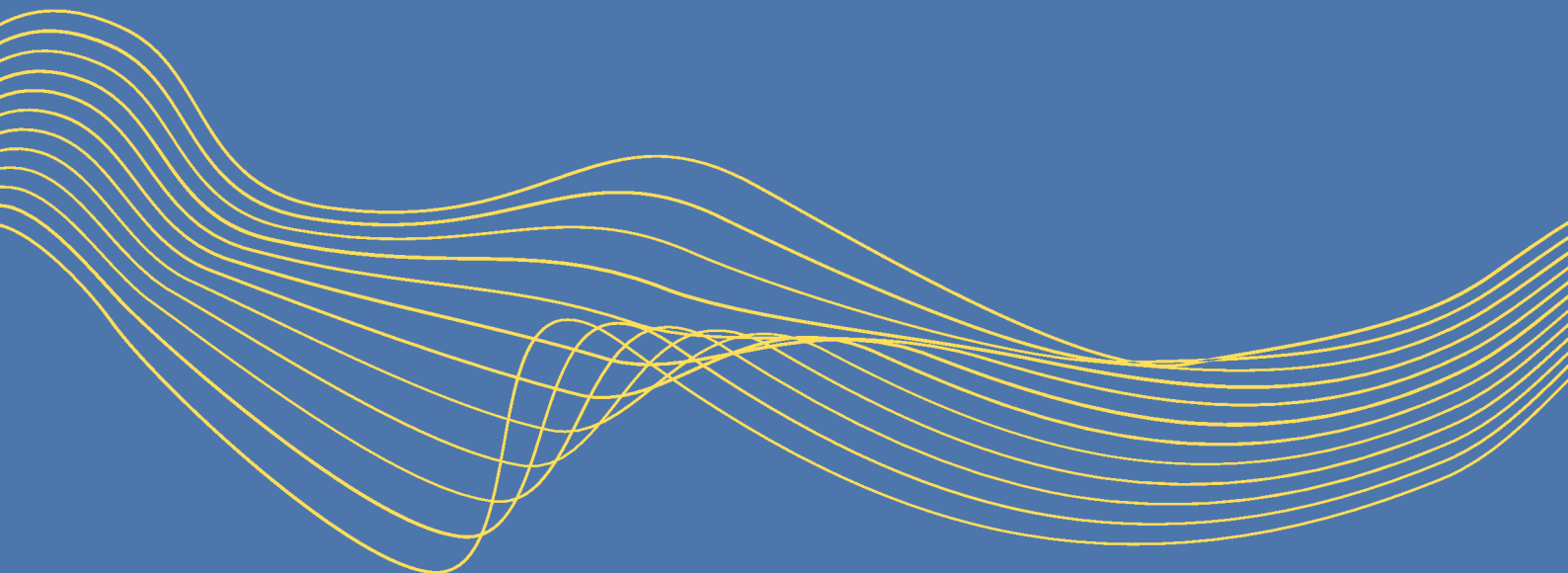
3

November

Due Date

**November 19
No Rough
Draft**





4

Classroom Tools

Classroom Tools



Blackboard

Primary

Blackboard is your primary tool for the class. All course information can be found here.

Use all content on this site.

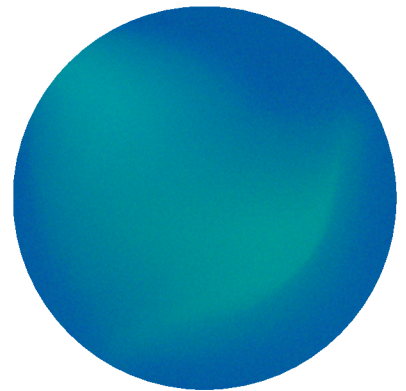


Textbooks

Textbooks and printed material

All print materials are supplementary. These are used to assist with instruction. May not be used as often as Blackboard.

You will be instructed when to utilize these tools

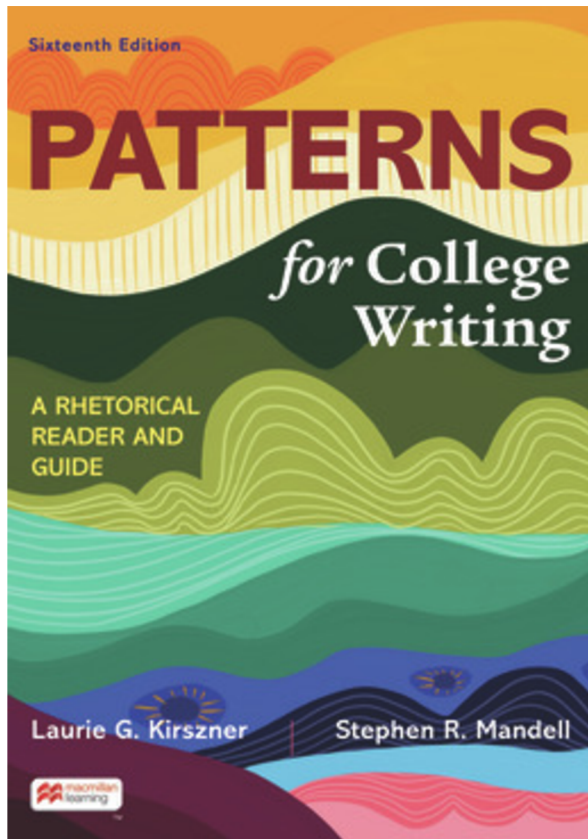


Other

Other Items

You will be given supplemental supplies throughout the semester. These are simply aids to help you in this course and others.

Please let me know if you ever have questions or need academic guidance.



NEW

ITEM

**Must purchase from
the school.**

We are pleased to inform you that starting this semester, the cost of your textbooks is now included in your tuition fees. This means you do not need to make separate purchases for your course materials. All required textbooks will be available for you to pick up at the school bookstore.

This change aims to streamline your academic preparation and ensure that you have the correct editions and any additional materials needed for your classes.



Corporate Experience

Specialist in corporate development, technology management, health, and user experience. I focus on accessibility & usability; debunking misinformation & disinformation; and critiquing products for a user-centered design. I have successfully created and launched leadership development journeys for each level of leadership. I also managed budgets ranging up to \$973-thousand.

Private Consulting Portfolio



What I do...

- Health and Medical TechComm
- User Experience
- Technical Communications
- Artificial Intelligence
- VR/AR Design & Strategy
- Product Strategy
- Technology Infrastructure & Reliability
- Accessibility (ADA) & 508 Compliance
- Agile & Scrum
- Learning & Development
- Risk Assessment
- Aviation and Commercial Transportation TechComm
- Grant Writing
- Corporate Development
- Organizational Change



Academics & Research

My research centers around the cultures, rhetorics, literature, and writings of specific groups within specific marginalized communities.

I also practice and research technical communications in its various genres. I use these lenses to interrogate the disciplines of Race, Digital Cultures, Educational Systems, African American Studies, (Mis-/Dis-) information, Writing, Technical Communications, Rhetoric, and Literature. I must acknowledge the CCCC Black Technical and Professional Resource Guide and it's contents. The information and resources in this guide provide a foundation to much of the knowledge I engage in for research and with my work.



Education

Bachelor: Professional Writing

Master: Rhetoric, Writing, & Technical Communication

Doctor: Applied Learning Science & Human Development

Academic Positions

Dual Enrollment Coordinator

Institutional Development

Middle School Teacher (6-8)

High School Teacher (9-12)

College English

Jordan Wiggins

Teaching Philosophy

I was designed for the classroom.

Teaching has always been my rewarding career. I've tried corporate but my love is for the classroom and student growth.

As an educator, I strive to create a stimulating and inclusive learning environment that develops critical thinking, creativity, and communication. My teaching philosophy revolves around three principles: engagement, mbongi, and personal growth.

First, I believe in engagement by creating an interactive classroom environment. This environment promotes active participation in discussions, group activities, and exercising accessibility throughout the course. By incorporating real-world activities and current events, I aim to make the subject matter relevant and relatable—fostering a genuine interest in English.

Second, I practice an Mbongi style of classroom facilitation. This process is not monolithic and the campus culture determines best practice. The exchanging and learning from each other exposes students to perspectives outside of their own. This collaborative approach not only enhances their understanding of the subject matter, it also cultivates empathy, teamwork, and communication.

I develop students through their personal growth by inquiring about their needs and goals. I go beyond providing constructive feedback, guidance, and mentorship. I strive to create a supportive and inclusive learning environment where students feel empowered to take risks, express themselves confidently, and continuously improve **all** of their abilities. By nurturing their strengths and addressing areas for improvement, I aim to help students develop their full potential and become effective individuals in both academic and professional arenas.

My academic background and experience— in education, alternative environments, and TechEd— provide me with an extensive understanding on instructional methods and student retention. My practical experience allows me to bring real-world examples and industry insights into the classroom, bridging the gap between academic theory and practical application. I am confident that my diverse skill set, coupled with my passion for teaching, will enable me to effectively contribute to the educational objectives of the institution.

Jordan Wiggins

Writer - Educator - Tech - Health



Teaching allows me to assist scholars through their critical thinking processes. The experiences students have in and out of the classroom shape their perspectives. Every interaction with each scholar is taken with great respect. I recognize them as humans and understand that they have a life outside of school. I do not want to be another hurdle in their life but an agent in helping them pursue their short and long term goals; I seek to be an agent of education and change. None of my scholars or mentees fully have the ability to change their past or the systems they were born in. Treating them as humans, people who are constantly learning, and individuals who are maneuvering in these preset systems are what make the connections to all of my students strong. I've taught at every level of academic education, with the exception of elementary education. I've also worked in corporate and did private consulting for eight years.