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Office Hours: T/TR, 11am-noon  
and by appointment

**Rhetoric B (RHT 1311)**  
**Spring 2009: The Impact of Technology**  
**(Link w/ A&H Foundation: Nature, Culture, Progress)**

**Course Description**

In this course, you will develop and strengthen your abilities to write effectively, present your ideas publicly, and think critically—skills which are crucial not only to this class, but also to your work in other classes and even in your life beyond college. The *primary* focus of this course is developing your ability to communicate clearly to an audience, but we will also practice related skills, such as analytical reading, critical thinking, and creative expression. Rhetoric B builds on the foundation of Rhetoric A by adding the component of research, and we will be spending about half of the semester on a final research project. *We read and write a lot in this class*, so you will sometimes need to juggle several projects.

This semester, we will focus on the impact of technology as a springboard for developing your thinking, writing, and speaking skills. For many years, technology has been seen alternatively as a blessing and a curse to society, as a symbol of progress and a harbinger of destruction. What makes technology so important to culture? What is the impact technology makes on our intelligence, our social interactions, the way we view humanity? Does technology bring us together as a global community or alienate us further? Does it transcend differences or reinforce prejudice? These questions have many possible answers, as we will discover through reading course materials, pursuing your own research, and listening to your classmates.

**Required Texts**

Johnson, Steven. *Everything Bad is Good For You*.  
Stevenson, Robert Louis. *The Strange Case of Dr. Jekyll and Mr. Hyde*.  
Cronenberg, David. *eXistenZ* (film).  
Ballenger, Bruce. *The Curious Researcher*.  
Hacker, Diana. *A Writer's Reference* (6<sup>th</sup> Edition)  
*RHT 1300 Course Materials*

*Student Guide, Babson First-Year Rhetoric Program*

**Required Supplies**

- Sony mini-DVD+RW
- Notebook for class notes
- Pocket folder for handouts
- Binder or pocket folder (not an envelope) for handing in final essays

**Babson College Undergraduate Learning Goals**

The following goals outlined by Babson College for the Undergraduate Program coincide with the goals of the Rhetoric program:

1. Rhetoric: Babson graduates can formulate, explore, reflect, analyze and communicate critically and effectively.
2. Global and Multicultural Perspectives: Babson graduates know the historical and cultural contexts in which they live and operate and meet the challenges presented by a world characterized by diverse cultures and ways of knowing.

3. Ethics and Social Responsibility: Babson graduates are prepared and willing to be responsible members of society; they are committed to continually developing intellectual, ethical, social, and professional character and abilities.
4. Leadership and Teamwork: Babson graduates are adept at leading and functioning effectively in teams.
5. Critical and Integrative Thinking: Although Babson graduates are exceptionally competent in their chosen fields, they understand the limiting nature of the artificial barriers between disciplines and utilize an integrated, holistic approach to learning and decision making.

## Course Requirements

- **Two Formal Essays:** Analytical (5 pages) and Research-based (10 pages). Along with the final “polished” version of each essay, you must turn in all drafts and a note of process. For more on drafts, see “Workshops and Conferences” below. For more on what you must hand in when a final draft is due, see the “Format” section and the *Student Guide*.
- **Three Public Speeches:** Close Reading/Analysis (3-5 minutes), Analysis of a Research Source (5-6 minutes), and Research Project (7-8 minutes). Speeches must adhere to time limits and cannot be rescheduled.
- **Reflection and Evaluation Papers:** You will write weekly reflections on the shared reading for the first part of the class as well as self-evaluations of your speeches and writing.
- **Research Assignments:** You will complete a series of assignments in the process of conducting research for your final project.
- **Participation:** Engaged and respectful contribution to class discussion, full participation in workshops, and timely completion of assignments. I understand that speaking in class is more difficult for some students than for others, but making a sincere effort to contribute is required for a discussion class; if you never speak in class, for instance, it’s hard for me not to assume you aren’t completing the reading and other work. Likewise, in order to help create a comfortable environment where opinions can be expressed, those of you who have no problem speaking in class should not dominate or interrupt, but listen and allow others the space to speak. Online exercises count for 15% of your participation grade.

Although attendance is mandatory, simply showing up will not earn you a good (or even average) participation grade. Here are some general grading guidelines for participation:

A: Student contributes enthusiastically, respectfully, and frequently (but without dominating) in both full class and small group discussions, offers opinions, raises questions, etc. Student always arrives to class prepared and ready to work.

B: Student is prepared and contributes often to both full class and group discussions, or supplements a quiet demeanor in large discussions with a leadership role in small groups. Alternately, student is prepared but dominates discussion too often.

C: Student appears to be prepared and attentive, but rarely speaks in class or groups and does not actively contribute to group work, OR dominates groups and discussion.

D: Student never speaks in full class and rarely in groups and is sometimes unprepared.

F: Student is disruptive, unconscious, unprepared, or otherwise blatantly inattentive.

## Attendance

Attendance is mandatory. Show respect for yourself by coming to class, and for your fellow classmates by coming to class on time. If you know ahead of time that you will be absent or late, please inform me in advance. **You are permitted two absences**, after which your participation grade will be lowered by a half-grade (for example, a B to a B-) for each subsequent absence. I do not distinguish between excused and unexcused absences, so use your absences for emergencies and illness. Missing more than four classes may result in your failing the course. No extra credit assignments will be provided to make up for absences.

You are responsible for the content of missed classes. If you miss a class, always ask me if you missed any assignments or handouts, and discuss any content you missed with a classmate or with me in my office hours. Do not email me asking if you missed anything: you did.

I take attendance at the beginning of class. If you come to class once we've already started, you are responsible for checking with me at the end of class to make sure your presence was counted. Because habitual tardiness is disruptive to learning, it carries a penalty: three instances of lateness equal one absence.

## Late Assignments Policy

Papers are due at the beginning of class. Late papers will be accepted, but the final grade will be lowered by one-third a grade for each day it is late, beginning immediately after class. For example, if a "B" paper is due on a Tuesday and you hand it in later the same day, the final grade will be a B-; if you hand it in on Wednesday, the final grade will be a C+, and so on. If you cannot make it to class when a paper is due, you must make arrangements to deliver your paper to me, or it will be considered late. ***I do not accept final drafts submitted by email.***

Speeches are to be delivered on the scheduled day. No make-ups are allowed. If you do not present on your assigned day, you will fail the assignment.

Reflection papers and research assignments that are submitted late will receive partial credit. It is better to hand them in late than not at all, but lateness will affect your grade.

In-class writing, quizzes, and other activities cannot be made up. No extra credit assignments will be provided.

## Grading

Please see the criteria laid out in the Student Guide for information on what I will consider when evaluating essays, speeches, and participation. The percentage breakdown of your final grade is:

Speech #1:	10%	Essay #1:	15%	Research Assignments:	10%
Speech #2:	10%	Essay #2:	20%	Reflection/Eval Papers:	10%
Speech #3:	15%			Participation:	10%

## Laptops, Cell Phones, etc.

Though our theme is technology, some limitations apply. Unless otherwise indicated, you may not use laptops in the classroom. Turn off cell phones and PDAs before class begins.

## Academic Integrity

All work submitted for this class must be your own, and you must cite sources in MLA format. Plagiarism will not be tolerated. Some instances of plagiarism include, *but are not limited to*: failing to cite sources, buying or selling a paper, and submitting the same work for more than one

class. See your *Student Guide* (24-26) and *A Writer's Reference* (344-347, 358-361) for more information, and ask me if you have further questions.

### **Academic Accommodation**

Any student who is entitled to an academic accommodation based on the impact of a documented disability should contact me privately at the beginning of the semester to discuss her or his needs. Please coordinate accommodations with Disability Services (Hollister Hall, x4075).

### **Office Hours**

I am always available during my office hours to speak with you about any aspect of the class, such as discussing texts or classroom performance, brainstorming topics, consulting about a particular grammatical or writing difficulty, or going over part of a draft. If you cannot make it to office hours, we can set up an appointment, but you must give me adequate notice to do so.

### **Writing and Speech Centers**

I strongly encourage everyone to use the services provided by the Writing Center (Babson Hall 205) and the Speech Resource Center (Horn Library, second floor). Writing Center Peer and Faculty Consultants can help you at any point in your writing process, including reading the assignment and brainstorming ideas, strengthening your thesis, adding important evidence, and correctly creating citations. (Please note: the WC does *not* provide editing service. Editing is *your* responsibility.) To make an appointment, visit the Writing Center Appointment link under Smart Tools on the bottom left of the Babson Portal (there is also a link on Blackboard). Speech Resource Center consultants can work with you on issues such as speech composition, delivery, and anxiety. Please let me know with a note on your final paper or speech keyword outline if you consulted with either center.

### **Format**

Except for in-class writing, all writing for this class must be typed in 12-point Times New Roman and double-spaced, with 1-inch margins. Drafts (but *not* final versions) of formal essays may be printed double-sided or on recycled paper, unless otherwise indicated. Number each page, staple the paper, and include the following information in the top left-hand corner of the first page:

- your name
- Rhetoric B: Dr. Kristina Aikens
- the date
- the essay and draft status (for example: Essay 1—Final Draft)

When you turn in your final draft, you must also include, enclosed in a pocket folder or binder, all previous drafts of that essay and your draft partners' comments on them, as well as a note that tells me a little about your process—what worked or didn't, how you chose the topic, whether your feelings about it changed, or anything else you want to share.

## Schedule

**Note:** All readings not found in the required books are available for download and printing on Blackboard. You are responsible for having read the material by the date listed. I reserve the right to change the schedule or readings if necessary.

**Jan 22** Introduction to class

**Jan 27** *The Strange Case of Dr. Jekyll and Mr. Hyde* (read the entire novel for class)

**Jan 29** *The Strange Case of Dr. Jekyll and Mr. Hyde* cont. Johnson, Steven: Epigraph, Preface, and Introduction (xiii-14, *Everything Bad is Good for You*). Reflection paper **due** in class.

**Feb 3** Johnson: “Games” (*Everything* 17-62); Bans, Lauren: “Same Shit, Different World”; Jones, Vanessa E.: “A No-Win Situation.”

**Feb 5** *eXistenZ*; bio of David Cronenberg. Reflection paper **due** in class.

Complete “Thesis Statements” and “Introductions” writing exercises (C2-1 and C2-2) online by Feb 12.

**Feb 10** Minsky, Marvin. “Will Robots Inherit the Earth?”; Hayles, N. Katherine: Prologue to *How We Became Posthuman*; Oler, Tammy: “Of Woman Borg”; Haraway, Donna: “A Manifesto for Cyborgs” [read only the first and last sections (further instructions on Blackboard)]; *eXistenZ* continued. Reflection paper **due** in class.

**Feb 12** Prep for Speech #1 and Essay #1; Course Packet: Chapter 9, “Structuring Your Speech” (3-33) and Chapter 10, “Outlining Your Speech” (35-59)

Complete “Conducting a Peer Review,” “Topic Sentences,” and “Transitions” writing exercises (C3-1, 4-1, and 4-2) online by Feb 20.

**Feb 17** Speech #1 delivered in class

**Feb 19** Speech #1 delivered in class

Complete “Misuses of the Comma” and “Apostrophes” grammar exercises (P2-1, P5-1) by Feb 27.

**Feb 24** Library Visit 1: bring laptops to Horn Library Room 150. Begin workshop of Essay #1—bring three copies of your draft to class.

**Feb 26** Continue workshop of Essay #1. Self-evaluation of Speech #1 **due** in class.

Complete “Semicolon and Comma” and “Colon, Semicolon, and Comma”(P3-1 and P4-1) grammar exercises by Mar 6.

**Mar 3** . Focused workshop for Essay #1—bring revised copy of essay to class. Also read *The Curious Researcher*: 1-36 (including the essay on pigeons)

**Mar 5** In-class brainstorming session for Essay #2. **Essay #1 due**

**Mar 10** Taking notes and avoiding plagiarism; *The Curious Researcher*: 120-130, 138-154.

**Mar 12** Library Visit #2: bring laptops to Horn Library Room 150. Research Proposal **due**.

**Week of March 16:** Spring Break

Complete the first three “Avoiding Plagiarism in MLA Papers” research exercises (MLA 2-1, 2-2, and 2-3) online by Mar 27.

**Mar 24** Using sources; review *The Curious Researcher*: 120-130

**Mar 26** Prep for speech #2: Bring full-sentence outlines and notes to class. Self-Evaluation of Speech #1 and “Conducting Research” worksheet **due**.

**Mar 31** Speech #2 delivered in class. Analysis of a Single Source **due**.

**April 2** Speech #2 delivered in class. Annotated Bibliography **due**.

Complete the first two “Integrating Sources in MLA Papers” research exercises (MLA 3-1 and 3-2) online by April 10.

**Apr 7** Workshop Essay #2: three ways in (bring your notes and any writing you’ve done); *The Curious Researcher*: 165-166, 176-187. Self-evaluation of Speech #2 **due**.

**Apr 9** Workshop Essay #2: bring two copies of three pages of your essay

Complete first “In-Text Citations” research exercise (MLA 4-1) online by April 17. ALL online exercises must be completed by April 17 for credit.

**Apr 14** Workshop Essay #2: bring two copies of at least six pages; *The Curious Researcher*: 196-198

**Apr 16** prep for Speech 3: Bring full-sentence outlines and notes to class.

**Apr 21** Speech #3 delivered in class

**Apr 23** Speech #3 delivered in class

**Apr 28** Speech #3 delivered in class

**Essay #2 due** on May 6 at noon. Hand in complete research portfolio along with final paper.