RWS 305W, Writing in Various Settings

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Course Description: RWS 305W is an intermediate writing course that steps up the degree of difficulty in RWS 100 and 200. In 305W, students learn to respond effectively to complex questions not only by recognizing other author’s argumentation and expressive techniques as well as organizational and cohesive devices but also by using those devices and techniques in their own academic texts. In 305W, students learn to respond not just academic tasks but a wider variety of genres and settings that require diverse research methods and writing styles.

Materials:  
- Course Reader  
  Kinkade, Martha, *Everyday Brilliance, Foundational Thought* (Kindle / ebook) & recommended, *Winter's Light*  
- Access to computer, internet & reliable printer  
- Copies or needed sources, such as newspapers  
- College Level Handbook

Course Methods: A variety of methods will be used: lecturing, question & answer, in-class writing, research, homework, group work, peer review, etc. Basically, we work together to create a productive and conducive learning environment. See University Catalogue for appropriate classroom behavior.

Course Objectives: See attached “Student Learning Outcomes”

Course Requirements: There are three projects for the course and one course reflection. The projects comprise research, interviews and various writing structures. There will be in-class writing, outside reading and assignments, research lectures, discussion, informal presentations and group work. We will visit the library and career services.

Projects: Each project builds upon our investigation of our “value” system and how that constructs our language. Rhetorical terms such as ethos, pathos and logos are utilized to further our investigation of language. We explore how audience and purpose establishes our language and tone. For each project, a series of reading and writing assignments accompany the project and are part of your activity grade; outside research and materials are required. A tentative course schedule is posted through announcements, please print this out.
List of assignment types: (1) intrapersonal / language of self; (2) civic / academic discourse; (3) career writing; (4) course reflection.

**Grading:**

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Project # 1 / Intrapersonal</td>
<td>30</td>
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<tr>
<td>Project # 2 / Civic / Academic</td>
<td>30</td>
</tr>
<tr>
<td>Project # 3 / Writing for Work Place</td>
<td>30</td>
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<tr>
<td>Project # 4 / Reflection</td>
<td>10</td>
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Each project assignment requires in-class and homework activities. In order to succeed in this class, attendance is imperative. Sometimes I take attendance, sometimes I don’t. I expect you to know what is covered in class. I do not review material. Course design operates best with regular attendance. No late work is accepted.

A letter grade will be assigned using the following scale: A+=10, A=9.5, A-=9.2, B+=8.8, B=8.5, B-=8.2, C+=7.8, C=7.5, C-=7.2, D+=6.8, D=6.5, D-=6.2, F=5.5, no work turned in=0.

Final Grade Breakdown (grade averages are not rounded up):
A(100-93); A-(92.9-90); B+(89.9-87); B(86.9-83); B-(82.9-80); C+(79.9-77); C(76.9-73); C-(72.9-70); D+(69.9-66); D(66.9-63); D-(62.9-60); F (59.9-below)

Plagiarism is not allowed: See University catalogue for definition and policies thereof.

**Course Schedule to be posted on Blackboard and correspond with each project:** For final exam see University Schedule.
STUDENT LEARNING GOALS FOR RWS 305W

In RWS 305W students learn to respond not just to academic tasks but a wider variety of genres and settings that require diverse research methods and writing styles. The course also contains a metacognitive component in which students learn to reflect on and evaluate the effectiveness of their own writing style(s) within rhetorical contexts.

Rhetorical Knowledge

RWS 305W will help students to analyze writing in different contexts by introducing them to the concept of rhetorical situations: the complex interplay among writer, audience, subject, and context. Students will learn how to

- Respond effectively in writing to issues and arguments raised in a variety of disciplinary, popular, and professional texts and/or contexts
- Identify individual discourse communities and find and analyze their characteristic texts, evaluate their credibility and principles, and apply relevant aspects of their information to other contexts and arguments
- Analyze the details of a wide variety of writing situations (textual elements such as tone, evidence, organizational patterns, diction, even visuals) according to the author’s purpose as well as the audience’s needs and tastes
- Understand the concept of rhetorical situations: the relationship among writer-audience-subject-context

Critical Thinking and Reading

RWS 305W will provide students with strategies to understand the function of reading and writing in cultural, academic, and professional communities. Students will learn how to

- Use “language about language” that enables a writer to reflect on the use of rhetorical strategies as well as strengths, difficulties, and progress as a working writer
- Apply critical reading strategies to a variety of publicly and individually produced texts
- Work with demanding readings and learn to interpret, incorporate, and evaluate these readings
- Use writing as a way to learn—to think about, question, and communicate ideas
- Understand the relationships among language, knowledge and power
Writing Processes

RWS 305W will enhance students’ abilities to develop writing processes that reflect invention, inquiry, revision, and editing. Students will learn how to

- Develop effective, flexible strategies for generating, revising, and editing texts
- Understand the collaborative and social aspects of the writing process
- Critique their own and others’ texts

Knowledge of Conventions

RWS 305W will provide students with strategies to analyze the writing conventions of different discourse communities and to begin to write effectively within these communities. Students will learn to

- Identify how different discourse communities employ particular strategies for conveying, researching, and evaluating information
- Analyze and address a range of audience expectations of conventions
- Effectively integrate a variety of appropriate sources into their writings
- Practice appropriate means of documenting sources
- Sustain reasonable correctness in grammar and mechanics to perform well in a variety of writing contexts and professional settings

Attitudes, Values, and Preparation for Life Beyond the University

RWS 305W reflects the values of a liberal arts education, namely, to

- Work cooperatively to achieve mutually defined goals, face-to-face in the classroom and in other settings
- Respect the diverse voices and perspectives that characterize life in a multi-cultural classroom and society
- Critically analyze a variety of publicly and individually produced texts
- Value free expression and participate confidently in public discussion on issues of importance to the workplace and the community
- Show initiative in problem solving situations