RWS 305W: Writing in Various Settings
Fall 2013
T/Th 11–12:15 pm
E 201

Instructor: Michelle Barbeau (Professor B)
Office: AH 3156 (or outside of classroom)
Email: Michelle.a.barbeau@gmail.com
Office hours: Thurs. 12:15-1:15

Required texts:
1. RWS 305W Course Reader at KB Books
2. *Business Plan in a Day (Planning Shop)* by Rhonda Abrams, 2013 (order on Amazon ASAP)

* Please bring the course reader and a notebook to class everyday.

Prerequisites: Satisfies Graduation Writing Assessment Requirement for students who have completed 60 units; completed Writing Proficiency Assessment with a score of 8 or higher (or earned a C or higher in RWS 280, 281, or LING 281 if score on WPA was 7 or lower); and completed General Education requirements in Composition and Critical Thinking. Proof of completion of prerequisites required; Test scores or verification of exemption; copy of transcript.

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.

This particular 305W course will include three units (with a total of four projects):
- Unit 1: Memoir
- Unit 2: Career Materials (with a Business Plan that spans the semester)
- Unit 3: Public Issue Research

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, and 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

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

Requirements

Projects: You will be required to complete 4 projects for this course. Each project will require at least one rough draft. All pre-writing, rough drafts, and final drafts are due in-class on the date specified. Specific criteria for each project will be given along with the prompt.

Workshops: You will “workshop” your work with your peers, both gaining and giving feedback. You will complete feedback forms in peer review and be evaluated based on evidence of engagement in the activity.

Participation: If I did all of the talking, it would be boring! You are expected to participate actively in class. Although this does not mean standing up and contributing a valuable insight during every class session, it does mean arriving on time and prepared, paying attention, and being involved.

Grades

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<thead>
<tr>
<th>Project 1: Memoir</th>
<th>15%</th>
<th>(150 points)</th>
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<tbody>
<tr>
<td>Project 2: Career Materials</td>
<td>15%</td>
<td>(150 points)</td>
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<tr>
<td>Project 3: Public Issue Research</td>
<td>15%</td>
<td>(150 points)</td>
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<tr>
<td>Business Plan</td>
<td>20%</td>
<td>(200 points)</td>
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<tr>
<td>Homework (memos, outlines and drafts)</td>
<td>10%</td>
<td>(100 points; 10 points each)</td>
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<td>Attendance, Participation</td>
<td>15%</td>
<td>(150 points)</td>
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<tr>
<td>Business Plan Presentation</td>
<td>10%</td>
<td>(100 points)</td>
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100% 1,000 points
GRADING RUBRIC

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<tr>
<th>Letter Grade</th>
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<td>A</td>
<td>93-100%</td>
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<td>73-77%</td>
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<tr>
<td>A-</td>
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<td>B+</td>
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POLICIES

ATTENDANCE: There is no substitute for attending class. Since this is a discussion-oriented course, your attendance is mandatory. Students are allowed no more than 3 absences during the semester. Missing more than 3 class meetings will result in a minimum of a 5 percentage point reduction in the class participation grade. Excessive tardiness will also result in a minimum of a 5 percentage point reduction in the class participation grade. Three tardies of more than 5 minutes equal one absence.

PROJECTS: All projects are due as a hard copy in class on the date specified. They must be typed, adhere to MLA format and stapled. Late assignments will not be accepted. For documented, extreme extenuating circumstances, late work may be accepted up to one week following the printed deadline and will be subject to a grade penalty.

BLACKBOARD: Students are encouraged to access Blackboard early and often. I will post helpful resources, grades and homework-related documents on it.

ELECTRONICS: Your active participation is required in this course. Please turn off your cell phones, iPods, and similar electronic equipment when you come to class. Because we will be interacting in group discussion often, the use of laptops will also be distracting.

PLAGIARISM: All work in this course must be original; academic integrity is expected at all times. Plagiarism in any class will result in serious consequences ranging from grade reduction to failure in the class to expulsion from the college.

For more information on the university cheating and plagiarism policy, please see the SDSU library tutorial: http://infotutor.sdsu.edu/plagiarism/index.cfm.

RESPECT: Since this is a discussion-based class, it is vital that you listen and speak respectfully to others at all times. Discriminatory remarks will not be tolerated. I encourage you to express your opinions, of course – they will often inspire good discussions.

COURSE ASSISTANCE SERVICES

OFFICE HOURS: I encourage all students to attend office hours, especially if you have any questions or concerns about the course or college in general. Please bring all of your pre-writing and drafts of your work with comments to office hours. It will assist me in answering any questions you may have.
COURSE TUTORING: If you would like additional assistance and encouragement, SDSU has an excellent staff of tutors to assist students in all courses. Students who need assistance with course concepts or writing assignments in English or ESL are encouraged to contact the department of Rhetoric and Writing Studies at (619) 594-6515 for more information on drop-in tutoring hours.

DISABLED STUDENTS: Every attempt will be made to offer reasonable accommodations for students with disabilities in this course. Students with disabilities who may need accommodations in this class are encouraged to notify the instructor privately and to contact Student Disability Services (SDS) as soon as possible. All discussion of disabilities will take place privately to protect student confidentiality. SDS staff are available in the Capulli Center in Suite 3101 or by phone at (619) 594-6473 (voice) or (619) 594-2929 (TTD/TTY).

COUNSELING: There are many events and situations that put additional stress on being a student. SDSU has an excellent center for Counseling & Psychological Services that is open to students Monday through Friday from 8am-4:30pm. To set up an initial consultation, call (619) 594-5220. For immediate or emergency help, you are welcome to use San Diego’s free 24-hour counseling access line at (800) 479-3339. C&PS on campus also has a “Center for Well-Being” with multiple stations for relaxation if you are feeling stressed. C&PS is located in the Capulli Center, Room 4401.

STUDENT-ATHLETES: Student-athletes have very demanding, dynamic schedules which place additional hardship on excelling in both arenas. As an instructor, I am committed to helping you succeed in the course. To do so, regular and effective communication is needed. While no exceptions will be made for attendance, assignment deadlines, or exams, I would be happy to work with all student-athletes in conjunction with Student-Athlete Support Services (SASS) to help you excel in this course. For more information on SASS’ academic advising and tutoring services, call (619) 594-4743.

Course Schedule on back>>>>>>
COURSE SCHEDULE

Please note that the following schedule is approximate, as dates and topics may shift as the semester continues. All readings are expected to be completed outside of class before the first class discussion date.

**Week 1**  
(MISSED WEEK)

**Week 2**  
Sept. 3: Syllabus and Introductions  
Sept. 5: Introduction to the business plan group project

[Note: Sept. 9 is the last day to drop classes]

**Week 3**  
Sept. 10: Introduction to Memoir & “Only Daughter” by Sandra Cisneros  
Sept. 12: “Solution to Saturday’s Puzzle” by David Sedaris

**Week 4**  
Sept. 17: “An Atheist Childhood” by Tariq Ali  
Sept. 19: Discuss Chandler & Share your outside memoir (“Team Proposal Memo” DUE)

**Week 5**  
Sept. 24: Writing and Integrating  
Sept. 26: Memoir Rough Draft Due; Workshop

**Week 6**  
Oct. 1: **Project #1 Due;** Business Plan group work  
Oct. 3: Introduction to the second project

**Week 7**  
Oct. 8: Personal Brand & Elevator Pitch  
Oct. 10: Resumes

**Week 8**  
Oct. 15: Resumes  
Oct. 17: LinkedIn (“Progress Memo” DUE)

**Week 9**  
Oct. 22: LinkedIn  
Oct. 24: Cover Letter

**Week 10**  
Oct. 29: Cover Letter & Interview Skills  
Oct. 31: Career Materials Rough Drafts Due; Workshop

**Week 11**  
Nov. 5: **Project #2 Due;** Business Plan group work  
Nov. 7: Intro to Project 2

**Week 12**  
Nov. 12: Rhodes  
Nov. 14: Narrowing Your Topic/Public Issue (“Progress Memo” DUE)

**Week 13**  
Nov. 19: Library research  
Nov. 21: Writing Your Research Paper

**Week 14**  
Nov. 26: Business Plan group work  
Nov. 28: NO CLASS--THANKSGIVING

**Week 15**  
Dec. 3: Writing Your Research Paper  
Dec. 5: Share your outside research activity (Business Plan Rough Draft DUE)

**Week 16**  
Dec. 10: Project #3 Rough Draft Due; Workshop  
Dec. 12: Start Business Plan presentations

**Final Exam**  
Tuesday, Dec. 17 from 10:30 am–12:30 pm

*The rest of the Business Plan presentations will be delivered. Final business plans and Project 3 Public Issue research paper are due at this time.*