Rhetoric and Writing Studies 305W: Writing in Various Settings

How does what we do in the classroom connect to what we do in the real world? How can you use your college experience to enrich your life? How can you take your education out into the world? What role will writing play in your career and in your life?

Connecting Learning to Life
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Section 68: TH 7-9:40 (PSFA-318)
OFFICE HOURS: TH 6:15-7:00 (Location TBD)

To infinity and beyond!
-Buzz Lightyear

PREREQUISITE
Prerequisite: All RWS 305W students must have satisfactory completion of RWS 100 and RWS 200 or the equivalent. RWS 305W students must also have completed the WPA with a score of 8 or 9 or RWS 280 with a grade of "C" or better.

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

STUDENT LEARNING OBJECTIVES
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 successful, 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
- Understand the ways various discourse communities use different strategies for conveying information, researching information, and evaluating and analyzing information
- Analyze audience expectations about conventions and address them in critical ways
- Effectively integrate a variety of sources into their writings
- Practice appropriate means of documenting their 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,
- Working cooperatively with others to achieve mutually defined goals, face-to-face in the classroom and in other settings
- Respecting the diverse voices and perspectives that characterize life in a multi-cultural classroom and society
- Applying critical reading strategies to a variety of publicly and individually produced texts
- Valuing free expression and the ability to participate confidently in public discussion on issues of importance to the workplace and the community
- Showing initiative in problem solving situations

My Responsibilities
To treat you fairly and respectfully and to inspire you to write powerfully and to make the learning experience meaningful.

To design a course that challenges you to read, write, and think in new ways.

REQUIRED TEXTS & MATERIALS
Course readings from Blackboard

Optional:
Keys for Writers, Ann Raimes

Hard copies of Blackboard materials

Learning Journal
Access to a computer and a printer

To present material to you in a clear and lively way that helps you become a better reader and writer.

To clearly present and fairly apply expectations and criteria for course assignments (please note—you are responsible for carefully reading written instructions, rubrics, and samples as well as any other resources that explain assignments)

To return work to you in a timely manner. I try to score class learning activities within a week. Final drafts of papers usually take me up to 2 weeks to evaluate.

To make myself accessible to you for support and follow up. I do this through office hours and by welcoming in person, phone and email communication. With the exception of weekends, I work to respond to all messages within twenty-four hours.
## THE PLAN

### REAL-WORLD WRITING, REAL-WORLD AUDIENCES

**Unit 1: Getting Personal**  
Self-examination, inquiry, close and critical reading, annotating, making connections, self-reflection, beliefs and values, metacognition, creativity, the power of the word, grammar, writing with clarity, personal writing, creating meaningful texts, educating the mind and the heart, connecting learning and life  
**Assignments:** Critical Self-Inquiry, Where I’m From, Memoir

**Unit 2: Joining the Academic Conversation**  
Happiness, close analysis, rhetorical moves, deep reading, building arguments, academic audiences, the role of critical thinking in your life  
**Assignments:** Rhetorical Analysis, Happiness Project

**Unit 3: In the Interest of the Community**  
The power of the word, the power of images, the interview process, the creative process, journalism, putting yourself out there, real-world audiences and the importance of voice  
**Assignments:** Profile/Photo Essay, Letter

**Unit 4: The Professional**  
Connecting education and work, Alan Watts, Daniel Pink’s *A Whole New Mind*, seeking jobs, building a career, best practices, professional writing, portfolios, grammar, doing what you love and making money, yes  
**Texts:** Various readings posted on Bb  
**Assignments:** Reading Responses & Writing Exercises, Multi-Modal Project

*Prompts and Rubrics for all Assignments will be posted on Blackboard

## OPPORTUNITIES TO SHINE

Learning Journal (Stream of Consciousness Writing & Journaling)  
Writing Exercises  
Essays  
Writing Workshops  
Peer Editing Workshops  
Class Discussion  
Participation (quizzes, homework, conferences, discussion, attendance, workshop effort, class preparedness)  
Conferences

Show up.  
Be present.  
Connect the learning to your life.

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<th>Critical Self-Inquiry</th>
<th>Where I’m From</th>
<th>Memoir</th>
<th>Rhetorical Analysis</th>
<th>Happiness Project</th>
<th>Profile/Photo Essay</th>
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Total = 100%

A = 93-100  
A- = 90-92  
B+ = 88-89  
B = 83-87  
B- = 80-82  
C+ = 78-79  
C = 73-77  
C- = 70-72  
D = 60-69  
F = 59 and below
EXPECTATIONS

John Dewey said, “Education is not preparation for life; education is life itself.”

CLASS PARTICIPATION:
Your preparation and active class participation are key elements needed to fulfill the objectives of the course. To get the most benefit from this class, you need to participate consistently and regularly. Excessive absences, tardiness and lack of participation will cause you to miss information and activities, which can reflect negatively on your grade.

CLASS DISCUSSION:
This class revolves around class discussion; therefore, my intention is to create a safe and engaging learning environment. Please keep in mind that we are working as a group of humans centered on one goal: to read, think and write more critically about aspects of our world. At no time will language of intolerance be acceptable. Such examples of intolerant language include racist, homophobic, sexist, and ageist language.

LATE WORK:
All work must be completed on time. No late work will be accepted. All work in due at the beginning of class whether you are present in class or not. Please do not email me your assignments if you are running late or missing class.

EXTRA CREDIT:
None
You do, however, have the opportunity to revise some of your writing.

CELL PHONES & COMPUTERS:
Out of sight, out of mind...
Please put them where you can’t see them. Step outside if you need to use your phone or send a text message. You will not need to have your computer in class.

EMAIL:
Please check your inbox regularly.

I do welcome and encourage you to email me with questions and comments, and I’ll do my best to respond within 24 hours. If you miss class, please do not email me to find out what you missed. I cannot teach a class via email, so please come see me during office hours to discuss what you missed.

Lastly, I do not accept emailed assignments.

WRITING CONFERENCES:
Talking about our writing is critical to our growth as writers. Please plan on several writing conferences with me throughout the semester.

ACADEMIC INTEGRITY:
This learning community will be conducted in accordance with the college student code of conduct and basic standards of academic honesty. The University takes very seriously all forms of academic misconduct which include, but are not limited to cheating, plagiarism, collusion, falsifying academic records, copying or allowing another student to copy a paper or assignment, and providing false or misleading information in order to receive an extension on a paper or assignment. Plagiarism is always unacceptable and will result in failure on the assignment and possibly expulsion from the course. All such improprieties will be directly documented and reported to the Center for Student Rights and Responsibilities.
STUDENTS WITH DISABILITIES
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

COUNSELING
Students experience many events and situations that put additional stress on their lives. SDSU’s Counseling and Psychological Services is open to students Monday through Friday from 8:00AM-4:30PM. To set up an initial consultation, call 619-594-5220. C&PS on campus also has a Center for Well-Being with multiple relaxation services if you are feeling stressed during the semester. C&PS is located in the Calpulli Center, Room 4401

WRITING CENTER:
This free university Writing Center is run by the RWS department and is located in PSFA 116 (Open Monday-Friday, 9-5). Check it out!

I am looking forward to working with you!

*Syllabus (including assignments and point values) subject to change