COURSE OBJECTIVES AND STUDENT LEARNING GOALS FOR RWS 500w

The purpose of this course is to guide you in continuing to develop the skills you need to write both for the university and beyond. We will pay particular attention to de/constructing forms of argument, that is, reasoned persuasion, on issues in the public sphere that segue sacred and secular rhetoric(s). You will also hone your planning, organization, editing and revision strategies through in-class writing and editing exercises and peer evaluation workshops. Critical thinking, reading and evaluative writing will inform our class discussions and a series of argumentative essays.

RWS 500w is an advanced writing course focusing on how meaning is negotiated in academic and public discourse. The course will acquaint students with a variety of theoretical approaches and frameworks. Students entering this class are likely to choose graduate or professional programs and/or future employment that necessitate critical analysis skills and an ability to construct sophisticated texts. This course fulfills the Writing Proficiency Assessment requirement. The Department sets these goals in the following areas:

**RWS 500W** will help students to develop and use rhetorical frameworks to analyze both texts and writing situations. Students will

- Analyze the elements of an argument through the lens of major rhetorical theories
- Use these theories to frame their own writing situations
- Recognize how structure emerges from the conjunction of topic, audience, purpose, and situation
- Use both contextual and conventional organizational strategies in their own writing
- Analyze how metaphors, analogies, and other tropes contribute to a text’s meaning

**Critical Thinking and Reading**

**RWS 500W** will provide students with strategies to understand the function of reading and writing in academic, civic, and professional communities. Students will learn how to

- Develop and demonstrate meta-cognitive awareness of their own writing strategies
- Read analytically to discover and evaluate structure
- Analyze and evaluate the explicit or implicit argument(s) in texts and explore their rhetorical fit in relation to particular historical, cultural, and social contexts
- Evaluate and synthesize others’ ideas in support of their own writing
- Use writing as a form of inquiry and discovery—to think about, question, and communicate ideas
Writing Processes

**RWS 500W** will strengthen students’ abilities to develop their individual writing processes and provide the opportunity for invention, inquiry, revision, and editing. Students will learn how to

- Develop effective, flexible strategies for generating, revising, and editing texts
- Understand and employ collaborative and social aspects of the writing process
- Critique their own and others’ texts to develop their ability to use theoretical structures in their writing

Knowledge of Conventions

**RWS 500W** will provide students with strategies to analyze and apply the writing conventions of different discourse communities in order 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 communicate effectively

Attitudes, Values, and Preparation for Life Beyond the University

**RWS 500W** reflects the values of a liberal arts education, namely, to

- Work cooperatively to achieve mutually defined goals
- Respect the diverse voices and perspectives that characterize life in a multi-cultural classroom and society
- Critically analyze a variety of texts
- Value free expression and participate confidently in public discussions of academic, civic, and professional issues

**COURSE REQUIREMENTS**

**Grades and Attendance**

Your attendance is required because hearing, evaluating, and sharing ideas are essential to this course. You are allowed **THREE ABSENCES**. Each additional absence will reduce your final grade by one letter. Absences are often a leading cause of incomplete work and disappointing grades. Turning in your assignments on time and participating in peer evaluation and response groups are essential both to your learning and to maintaining good standing in the class. In-class work can’t be repeated and no makeup work will be arranged for absentees. Your presence and participation will be considered in your final grade. Please notify me by email or voice mail in the event of unavoidable absences.
Papers and Deadlines
Three essays (4-5 pages) will be assigned during the course of the semester. In addition, you will write two response papers (one page each) based on specific readings on the syllabus (see syllabus). All papers must be word-processed or typed. On workshop days you must bring TWO TYPED drafts to class. Final drafts are due when noted and late papers will not be accepted. “Late” means any time after class ends on the due date.

Papers will be graded based on the use of argumentative elements (claims, evidence, rebuttal, counter-argument, etc), the intellectual content, logical form/organization, and concise use of language. Please note that “use of language” means more than use of vocabulary. It includes accurate use of grammar and syntax. Poor grammar and structure can lower your grade for the paper.

Texts and Materials
1. Course Packet (required)
2. Trimble, John. Writing with Style (required)
3. Hacker, Diana. A Writer’s Reference or a good handbook (highly recommended)
4. Double-pocket folder, without rings (required)

Plagiarism: Plagiarism includes failure to cite sources, including web sources, or presenting someone else’s work as your own. Plagiarism is a violation of Title 5, California Administrative Code, Part 5, Section 4130(a), and can result in a grade of “F” for the course and suspension from the University.

Grades
Please note: Your professor reserves the right to examine and reconsider individual grades based on attendance, punctuality, effort, attitude, and improvement.

3 Argumentative Essays 75%
2 Response Papers 15%
Class work and attendance 10%

Services for Students with Disabilities: If you have a disability certified by Student Disability Services, please see me during the first week of the term so that we can discuss the necessary accommodations recommended by SDS. For more information about services for students with disabilities, please contact SDS at (619) 594-6473.

Course Syllabus

Mon, August 24

Introduction to course.
Discuss course policy and description.
Discuss objectives of course and student expectations.
Sacred and Secular: Definitions
Assignment: Read The Rhetorical Tradition, Argument: a powerful form of reasoned persuasion, and Introduction to 19th-century Rhetoric in CP.
**Wed, August 26**
Discuss readings.
Topics: The basics of advanced composition.
Ad analysis: Ethos of Nike and Kobe
**Assignment:** Read Stephen Toulmin’s “Structure of Argument” in CP and “Thinking Well” in *Writing with Style*.

**Mon, August 31**
Discuss reading.
Topics: The basics of advanced composition.
**Assignment:** Read and analyze Kathleen Norris’s “Little Girls in Church” in CP.

**Wed, September 2**
Discuss reading.
Topics: Contributions of 19th-century rhetorical scholars; Segue between Secular and Sacred; girls in church, women in social politics; when preaching to the choir pays off.
**Assignment:** Read Sojourner Truth’s “Ain’t I a Woman?” and “Libyan Sibyl” in CP.

**Mon, September 7**
NO CLASS. LABOR DAY HOLIDAY.

**Wed, September 9**
Discuss Truth’s speech and rhetorical maneuvers.
Topics: segueing sacred and secular; complicating “cult of true womanhood;” political preaching; converting passive saints to progressive soldiers
**Assignment:** Write response paper on Norris’s poem and Truth’s speech. Consider “little girls” in Truth’s “church.”

**Mon, September 14**
Share response papers. Discuss thematic and theoretical threads in readings.
**Assign Essay #1.**
**Assignment:** Read Maria Stewart’s Bio, “Lecture Delivered in the Franklin Hall,” “Farewell Address to Her Friends in the City of Boston,” Maria Stewart’s Scriptural References, “Influence of Feminism on Christianity” and “The Story of Balaam’s Ass” in CP.

**Wed, September 16**
Discuss readings.
**Assignment:** Read “Influence of Feminism on Christianity” and “The Story of Balaam’s Ass” in CP.

**Mon, September 21**
Discuss readings.
Topic: Bases of women’s rhetoric
**Assignment:** Read “Getting Launched” and “Openers” in *Writing with Style*. 
Wed, September 23
Discuss readings.
Topics: *Advanced* composition? How do you incorporate theoretical frameworks, rhetorical appeals, your own voice, and creativity?
**Assignment:** Complete rough draft of Essay #1. Read “Middles” in *Writing with Style*.

Mon, September 28
Rough draft workshop. BRING TWO TYPED COPIES TO CLASS.
In-class demonstration of exemplary peer review.
**Assignment:** Complete peer review. Read “Diction” and “Closers” in *Writing with Style*.

Wed, September 30
PAPER CONFERENCES – NO CLASS.
**Assignment:** Complete final draft of Essay #1. Read “The Role of Audience in Chaim Perelman’s *New Rhetoric*” in CP.

Mon, October 5
**Essay #1 due in class.**
Discuss reading.
Topic: understanding and using Perelman’s key concepts
**Assignment:** Re-read “The Role of Audience in Chaim Perelman’s *New Rhetoric*” in CP.

Wed, October 7
Discuss reading.
Topics: Becoming the audience and “imaginative empathy”
**Assign Essay #2.**
**Assignment:** Read Rev. Jermain Loguen’s “I Won’t Obey the Fugitive Slave Law” and Sample Burkean Analysis in CP.

Mon, October 12
Discuss reading.
Topics: African American Rhetoric(s); black masculinity in the 19th century; becoming one with the “Other.”
**Assignment:** Rhetorically analyze a phrase, passage, or symbolic action in Loguen’s speech.

Wed, October 14
Discuss reading and rhetorical analyses of Loguen’s speech.
**Assignment:** Read “Superstitions” in *Writing with Style* and complete narrative outline of Essay #2.

Mon, October 19
Discuss reading and outlines.
**Assignment:** Complete rough draft of Essay #2.
Wed, October 21
**PEER REVIEW WORKSHOP** (bring two typed copies to class)
**Assignment:** Complete peer review.

Mon, October 26
**PAPER CONFERENCES**
**Assignment:** Read “I Have Sinned” in CP.

Wed, October 28
Discuss Clinton speech.
Terms: kairos and exigence
Topics: ethos formation; is personal writing really all about me?
**Assignment:** Continue reading Clinton’s speech and examining use of analogies/metaphors as arguments.

Mon, November 2
**Final draft of Essay #2 due in class.**
Discuss “signifyin(g).” Watch Dodge Ram Commercial, “God Made a Farmer”
http://www.youtube.com/watch?v=AMpZ0TGjbWE
**Assign Essay #3.**
**Assignment:** Read “How it Feels to Be Colored Me” in CP.

Wed, November 4
Discuss reading.
Topic: people, places, and pieces and the use of metaphor and analogy as argument (poetic logic); Hurston’s rhetoric of race, gender, and identity
**Assignment:** Read Sample Openings in CP.

Mon, November 9
Continue discussing Hurston’s essay and signifying.
**Discuss one-page response paper.**
**Assignment:** Write a one-page response paper on Hurston’s essay (see prompt).

Wed, November 11
**Veterans Day Holiday. No class.**

Mon, November 16
Share response papers.
**Assignment:** Complete “Personal Essay Prompts.”

Wed, November 18
Discuss answers to pre-writing questionnaire (personal essay prompts).
**Assignment:** Complete rough draft of Essay #3.
Mon, November 23
PEER REVIEW WORKSHOP (bring two typed copies to class)
Assignment: Complete peer review.

Wed, November 25
No class. Thanksgiving Holiday break.

Mon, November 30
PAPER CONFERENCES – NO CLASS.

Wed, December 2
Bring updated rough draft to class.
Discuss narrative voice and verb tense consistency. How do verbs and verb tenses clarify meaning and perspective?
Assignment: Focus on verbs in your final revisions.

Mon, December 7
Final peer review workshop.
Assignment: Complete final draft of Essay #3.

Wed, December 9
Final draft of Essay #3 due in class.
Class evaluations.