Rhetoric and Writing Studies 305W: Writing in Various Settings

Fall 2015

Section #40 T/Th 11:00, Section #48 T/Th 12:30

Professor: Marla Grupe Williams
Office: Storm Hall 112A
Office Hours: T/Th 9:30-10:30 am, T/Th 7:30-8 EBA 260
*and by appointment

Email: mwilliams@mail.sdsu.edu
Mail: RWS Main Office, SHW 141
RWS Phone: 619-594-6515

Texts:
Course readings from Blackboard (regular access to internet, printer, ink, paper)

Student Learning Objectives for RWS 305W

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

**Overview of Assignments and Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation – quizzes, homework, conferences, discussion, attendance, workshop effort, class preparedness &amp; course policy adherence</td>
<td>0 – 5% Self Reported on last day</td>
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<tr>
<td>Introduction Blog – exploring self, building community (2 pages single space)</td>
<td>10% Due on Blackboard Blog Thursday, September 3</td>
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<tr>
<td>Rhetorical Analysis - analyzing the rhetorical situation (5 pages)</td>
<td>25% Due via Turnitin Thursday, September 17</td>
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<tr>
<td>Memoir - recalling personal experience (5 pages)</td>
<td>20% Due via Turnitin Thursday, October 1</td>
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<tr>
<td>Profile - creating a dominant impression +oral presentation (5 pages)</td>
<td>20% Due via Storify &amp; Turnitin Tuesday, November 3</td>
</tr>
<tr>
<td>Resume – preparing for workforce (1 page single spaced)</td>
<td>7.5% Due via Turnitin Thursday, November 19</td>
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<tr>
<td>Letter - establishing and maintaining relationships (1 page single spaced)</td>
<td>7.5% Due in class on last day Tuesday, November 30</td>
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<tr>
<td>Journal - select journal entry revised into new genre (1-2 pages) + in-class reflection</td>
<td>5% Due in class last day Tuesday, December 8</td>
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**100 Percent Total**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>83-87</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>78-79</td>
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<td>C</td>
<td>73-77</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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**LATE WORK** – There ain’t any... All work must be completed on time; this means that no late essays will be accepted, EVER. Any university recognized exceptions must be cleared with me prior to the class session when the assignment in question is due. If you have issues that are interfering with your progress and success in school, drop me an email and we can discuss your options. There is no such thing as partial credit; it’s on time or it is a zero. This is my number one course policy. All work in due at the beginning of class whether you are present in class or not.

**MLA** – Failure to submit a properly formatted essay will result in a 10% grade reduction on the assignment in question. We will go over each genre and format together in class, but it is your responsibility to use your handbook or the Purdue OWL website to properly format your written
work. Attention to detail matters. The Rhetorical Analysis and Memoir should be in MLA format and the Letter assignment must be formatted in standard business letter format.

**ACADEMIC MISCONDUCT** – 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.

**CELL PHONES** – Fighting against ever-present cell phones is somewhat of a losing battle; however, my policy is that the ringing, beeping, handling, answering or use of cell phones is not allowed in my classroom at anytime. I consider handling cell phones disrespectful to the classroom environment; I notice when you leave class to answer a call and text under the desk – it’s rude. Just silence it for the duration of the class. Bottom line, be respectful and courteous in your use of technology in class; always focus on class activities and use class time wisely.

**EMAIL & BLACKBOARD PROCEDURES** – Please check your email regularly and be prepared to print various emails and attachments that you receive. There is no course reader or formal textbook for this class – our textual relationship is electronic – hence, you should have access to a printer, ink and paper and consider this cost in lieu of payments to the bookstore. If and when you email me, you should identify yourself and the course info in the email (you wouldn’t believe how many student email sans even a name (who is “surferboy27@hotmail”???). All essays except the final letter assignment will be submitted on Blackboard via Turnitin; Turnitin is a fickle mistress – all work is due by the beginning of class time, and Turnitin will lock you out at the stroke of the deadline on the stated due date. There is no late work, no partial credit, no retroactive excuses. Plan your use of technology accordingly and give yourself sufficient time to upload your work.

- Turnitin (integrated within Blackboard) is used extensively in this course for most assignments. Students in this course agree that papers are subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism, as well as for online evaluation, feedback and grading by the instructor, and peer review by fellow class members. All submitted papers will be included as source documents in the Turnitin.com database solely for the purpose of detecting plagiarism of such papers. Students may submit their papers in such a way that no identifying information about them is included. (If you desire anonymity, you do not need to type your name on your documents, as your submission will be identified in the instructor’s assignment inbox automatically.) Another option is that a student may request, in writing, that his/her papers not be submitted to Turnitin.com. However, this option requires the student to provide documentation to substantiate that the papers are the original work of the student and do not include any plagiarized material.

**WORKSHOP ENVIRONMENT** – This class functions as a writing workshop; one of the main goals of this class is to help you become an effective writer and build your confidence as a writer in preparation for your future beyond SDSU. You will participate in different types of workshop for each major writing assignment in this class. I expect a high level of effort and commitment to the workshop environment by coming to class prepared and willing to give constructive comments to your classmates – even if you don’t feel qualified – you’ll begin to know what good writing looks like and must be open to revision. Talking about your writing is
an integral part of the writing process; the idea that writing is an isolated activity is a myth – every writer needs editing, support and revision.

- In this class we write. We write to think; we write to learn about ourselves, the world around us and about writing. Weekly in class we will start with a prompt and write for 10-15 minutes. These journal entries are not optional, and should be handwritten – please, no laptops in class.

**TUTORING** – DRWS offers free drop in tutoring for all students; this is a valuable resource of which I encourage you to take advantage for any class where you are struggling with the writing process. I may also require you to see a tutor if you are having difficulty on the major, graded assignments. SDSU now offers free, drop-in, scheduled and online tutoring at the Writing Center in PSFA 116. Consult their website for hours and scheduling. 
http://writingcenter.sdsu.edu/

**“EXTRA CREDIT”** – Nope... I believe 100% in keeping an equal playing field for every student in the class. If one person receives a special accommodation, every student must also get that same opportunity. Your opportunities to revise your work, get my feedback, see a tutor, participate in workshop and assess the grading criteria happen before the final draft is due. There are no do-overs or extra credit opportunities built into the course if you don't like your grade. Blackboard keeps a running tab of your weighted grade and Turnitin “rounds up” within each essay grade, so please don't ask me at the end of the term to make an 89.9 an A-, I won't.

*Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class, are encouraged to contact Students Disabled Services as soon as possible to ensure that such accommodations are implemented in a timely manner. Students should discuss options with their professors during the first two weeks of class.*