

Writing 100J: Practical Rhetoric
Spring 2007

Dr. Joel Wingard, English Dept.
Office: Zinzendorf 304
Hours: MWF - 10:30. – 11:20 a.m.
TR – 11:30 a.m. – 12:20 p.m.
Office phone: ext.1511
E-mail: jwingard@moravian.edu

Content and approach

As its title is meant to suggest, this section will focus on rhetoric as a way of thinking, of reading, and of writing. We will emphasize practical (as opposed to theoretical) rhetoric; that is to say that we will practice it – in many senses of “practice.” Your study and practice of rhetoric in this class will help you not only in this class but also throughout your college career and beyond.

In addition to the outcomes listed in the Guidelines for Writing 100 document, here are the learning outcomes I see as specific to WRIT100J:

(Thinking)

- understand rhetoric as a way of knowing
- see how aspects of personal identity are rhetorical
- see how symbolic deployment works to signify personal identity
- analyze texts (literary and cultural)
- apply ideas from *Rhetoric: A User’s Guide* to contemporary life

(Writing)

- analyze the rhetorical strategies of pieces of writing done by yourself and others
- analyze the rhetorical features of personal identity
- analyze texts (literary and cultural)
- produce at least one piece of persuasive writing

As means to these ends, WRIT100J will involve the following assignments and projects:

- significant and careful reading
- journals or learning logs
- four essay projects
- a semester portfolio

I will explain these in more detail in separate handouts. These projects will be developed both through your individual work in and out of class and through small group workshops in class. In workshops, you will be both giver and receiver of advice about writing. Through these workshops, you should learn greater awareness and control over your own writing, greater sensitivity to writing problems and their solutions, and a heightened sense of the power of the writing process.

This section will feature portfolios as semester-long projects and contract grading to help you focus on the development of your writing. In all your formal writing—essays and final portfolio—the most important qualities you are to learn and demonstrate are *completeness*, *commitment* to your writing, and *attention to the writing process*.

Grades and requirements

This section of Writing 100 will use **contract grading**, whereby much of the suspense and anxiety students commonly feel about grades will be reduced if not eliminated. By meeting certain requirements and consistently exhibiting certain behaviors, you will earn a **B** for the semester. Higher or lower semester grades will result from special excellence in attention to the writing process and quality of final written products or from marked deficiencies in either of those areas or in attendance. You must keep up with all your assignments in order to remain eligible for a B; you will become ineligible the first time you miss an assignment, complete it unsatisfactorily, or turn in an assignment late without prior approval from your instructor.

The terms of the grade contract for a B for the semester are listed below.

1. Maintain your journal or learning log by writing in it regularly, if not daily.
2. Complete, on time, all (4) **essay projects**. Each of these projects will include, at a minimum
 - some prewriting committed to paper
 - a first or rough draft of an essay
 - at least two significantly and substantively (or deeply or globally) revised drafts, one of which is to be prepared “clean” for editing
 - a neat and correctly formatted final draft
 - a piece of reflective writing
 - some further writing in response to your final draft reader’s evaluation.

The preliminary drafts in each project will normally be accompanied by notes and reviewers’ comments. All components of each project must be ready at the beginning of class as assigned. *

3. Participate actively and constructively in class discussions.
4. Participate actively and constructively in small-group workshop sessions.
5. Have at least one reviewing session with a Writing Center tutor.
6. Complete, on time, all tutorials and exercises from *The Bedford Handbook*, 7th ed.
7. Attend a bibliographic instruction session in Reeves Library.
8. Satisfactorily complete, on time, a research exercise.
9. Earn at least a B- on the final portfolio.
10. Miss no more than 3 class meetings, unexcused, and no more than 5 total, excused and unexcused. (“Excused” means your absence from class is accounted for in writing by a responsible authority.) Each unexcused absence beyond 3 will cost your semester grade 1/3 letter.

* Each writing project will be evaluated quantitatively in terms of the following point system:

Assigned journal entries:	5 points each	Workshop participation:	10 points each
“Prewriting” or experimenting:	5 points each	Absence from any workshop:	-5 points each
First drafts:	10 points	Writing Center visits:	5 points each
Revised drafts:	10 points for first 5 points for each successive	Lateness with any assigned writing prior to final drafts:	-2 points/day
Clean-for-editing drafts:	5 points each copy	Lateness with any final draft:	-3 points/day
Final drafts:	10 points		

Responsibility and attendance

For the workshops and discussions to benefit you, your regular and prompt attendance is crucial. Please be in your seat with your day's work in front of you ready to start at 11:30 a.m. each day. You are responsible for all material assigned or covered in any class you miss, whether the absence is excused or not. Whenever possible, contact me in advance if you are going to miss class

Books

Hacker, Diana. *The Bedford Handbook for Writers*, 7th ed. Boston: Bedford/St. Martin's, 2006.
(*Bedford* in assignment schedule)

Ramage, John D. *Rhetoric: A User's Guide*. New York: Pearson Longman, 2006. (*RUG* in assignment schedule)

Other materials

You should have a notebook dedicated to your WRIT100J journal alone. Always bring it to class. At the same time, I strongly encourage you to do all your written work on a computer; the campuswide network has word processing applications that you may access from various sites on campus, and anyone who wishes a short demonstration session may arrange one with me. If you do work in the electronic environment, of course, store your work on a diskette or cd or in your own folder on the X drive on the campus network.

Clean-for-editing drafts and final drafts of all essays are to be "typed" or printed out from an electronic word-processing application. I prefer to have a copy of all final drafts sent to me as a Word attachment to an email.

WRIT100J has a Blackboard site, accessible from the campus network both on- and off-campus. We will use this for group work on essay projects and the glossary project, for course information, for email communication and other purposes. A separate handout will get you started on enrolling in the Blackboard site.

Assignment schedule (Boldface indicates assigned work due)

Week I M 1/15 - F 1/19	Course introduction: journals, essay projects, portfolios, rhetoric Questionnaires; “biopoem” <i>Bedford</i> “How to Use This Book and Its Web Site,” Tutorials 1, 2 & 4 (pp. xxv-xxxiii) <i>Bedford</i> , Sections 1 & 2: writing as process
Week II M 1/22 – F 1/26	<i>Bedford</i> Section 3: writing as process, continued <i>RUG</i> Chapter 1; Fly-Tox advertisement (handout) <i>RUG</i> Chapter 2; essay by Hill (handout)
Week III M 1/29 - F 2/2	essays by Ortiz Cofer and Staples (handout) First draft of essay
Week IV M 2/5 - F 2/9	First essay workshops FIRST ESSAY PROJECT FOLDER DUE
Week V M 2/12– F 2/16	<i>RUG</i> Chapter 3 transcript of speech by George W. Bush (handout) Sign-up for midterm conferences <i>Bedford</i> Section 50 and Reeves Library online research tutorial Reeves Library bibliographic instruction session
Week VI M 2/19 - F 2/23 (midterm)	<i>Bedford</i> Section 51 and exercises in evaluating sources Questionnaires ; Midterm conferences (Tuesday-Thursday) ** Research exercise <i>Bedford</i> Section 52 and exercises in avoiding plagiarism; Tutorial 5 (p. xxxiv)
Week VII W 2/26 - F 3/2	<i>RUG</i> Chapter 4; essays by Maghbouleh (handout) essays by Sullivan and Swift (handout) <i>Bedford</i> Sections 54-58
Spring break Sa 3/3 - Su 3/11	

** Conferences will be in Zinzendorf 304; class will not meet Wednesday, 21 February.

Week VIII
M 3/12 - F 3/16

Second essay workshops

Week IX
M 3/19 - F 3/23

SECOND ESSAY PROJECT FOLDER DUE

RUG Chapter 5
RUG Chapter 6
essay by Kellner (handout)

Week X
M 3/26 - F 3/30

Third essay workshops

Week XI
M 4/2- Th 4/5

THIRD ESSAY PROJECT FOLDER DUE ***

Easter break
F 4/6 – M 4/9

Week XII
Tu 4/10 - F 4/13

Fourth essay workshops

Week XIII
M 4/16 – F 4/20

FOURTH ESSAY PROJECT FOLDER DUE ***

Sign-up for portfolio conferences

Week XIV
M 4/23 – F 4/27

Conferences (Tuesday-Thursday) ⊗

Finals Week
M 4/30 – F 5/4

SEMESTER PORTFOLIOS DUE

*** Approximately half the class will have their final drafts read by a tutor in the Writing Center.

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