

**Writing 100D Introduction to Rhetoric:
Argument and Persuasion**
Fall 2009

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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. In our writing, we will practice argument and persuasion in order to move an audience to our point of view. Your study and practice of will help you not only in this class but also throughout your college career and beyond, as I think you will come to see for yourself.

In addition to the outcomes listed in the Guidelines for Writing 100 document, here are the learning outcomes I see as specific to WRIT100A:

(Thinking)

- understand rhetoric as a way of knowing
- analyze the rhetorical strategies in writing done by yourself and others
- analyze texts

(Writing)

- respond to readings analytically
- produce four pieces of argumentative/persuasive writing
- assemble a portfolio of your semester's work

Four writing projects will be developed through your individual work in and out of class and through small group workshops in class. One of these projects will involve research and formal documentation. Portfolios are semester-long projects; in effect, you will be working on or toward your portfolio as you work on each writing project. But your portfolio will also include some additional reflective writing in the form of a cover letter to your teacher than introduces and discusses your portfolio. In all your formal writing—individual projects and final portfolios—the most important qualities you are to learn and demonstrate are *completeness*, *commitment* to your writing, and *attention to the writing process*.

Many of our class meetings will be workshops, in which you will be both giver and receiver of advice about writing. In workshops, writers will help other writers. This approach should gain you 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.

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 10:20 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

Grades and requirements

To try to keep the attention on your writing, I prefer to use a grade contract for WRIT100. This means that a minimum semester grade is achieved by doing all assigned work in the class and doing it on time. It also means that I will not assign letter grades to any of your work – until the end of the semester. In order to earn at least a B for the semester you must:

1. Post to the class blog, as assigned.
2. Complete, on time, all tutorials and exercises from *The Bedford Handbook*, 7th ed.
3. Complete, on time, all assigned exercises from *They Say / I Say*
4. 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. *

5. Participate actively and constructively in class discussions.
6. Participate actively and constructively in small-group workshop sessions.
7. Have at least one reviewing session with a Writing Center tutor.
8. Attend a bibliographic instruction session in Reeves Library.
9. Satisfactorily complete, on time, a research exercise.
10. Earn at least a B- on the final portfolio.
11. 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:

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

To remain eligible for a B, your point total for each project must be at least 90% of the base total for the project. The base total is what everyone should have if they have done, on time, all assignments and participated in all workshops for a project.

Higher or lower semester grades will result from special excellence or marked deficiencies in attention to the writing process 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 me. If that happens, I will negotiate a new contract with you.

Books

- Graff, Gerald, Cathy Berkenstein, and Russel Durst. *They Say / I Say with readings*. New York: Norton, 2006. (TS/IS in assignment schedule)
- Hacker, Diana. *The Bedford Handbook for Writers*, 7th ed. Boston: Bedford/St. Martin's, 2006. (BH in assignment schedule)

Other materials

I encourage you to do 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, cd, or flashdrive or in your own folder on the X drive on the campus network. I discourage the use of personal laptops in class; we will use paper for all class workshop days.

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 filed electronically as Word documents.

I maintain a website that includes blog space for WRIT100D. I will routinely post assignment details on this site as well.

Your teacher's role and responsibility

The Guidelines document mentions that the primary role of all WRIT100 teachers is or should be that of facilitator. That is certainly the way I see myself in this class: I am here mostly to help you write better, to help you write – and think – in ways that will prove helpful to you as you move on in your college career. That is one reason for my approach of deferred grades, contract grading, portfolios, and reflective writing. Ultimately, I cannot avoid the role of “judge” or grade-giver, but I see that as an official role in the academic world, nothing more. I want to help you improve. If you think you are a “weak writer,” I want to help you gain confidence; if you think of yourself as a “strong writer,” I want to help you get even stronger. This course is structured for student success. The rest is up to you.

Assignment schedule (Boldface indicates assigned work due)

Week I M 8/31 - F 9/4	Course introduction Questionnaires; “biopoem”; post to class blog <i>BH</i> pp. xxv-xxxiii (“How to Use This Book and Its Web Site”); <i>BH</i> Tutorials 1, 2 & 4 <i>TS/IS</i> Preface, Introduction, Exercises (pp. 13-14)
Week II T 9/8 – F 9/11	<i>TS/IS</i> Chapters 1 & 2, Exercises (pp. 26-27 & 38) <i>TS/IS</i> Chapter 3, Exercise (p. 47)
Week III M 9/14 - F 9/18	<i>TS/IS</i> Chapters 4-7, Exercises (pp. 62, 71-72, 86-87, & 97) <i>TS/IS</i> Chapters 8-10, Exercises (pp. 113-14, 122, & 131-32) <i>TS/IS</i> Chapters 11-12; <i>BH</i> Sections 1-3
Week IV M 9/21 - F 9/25	<i>TS/IS</i> Chapter 13 readings & “Joining the Conversation” exercises (pp. 155-56, 160-61, 170-71, 181, 199, 205, & 209-10) Workshops
Week V M 9/28– F 10/2	Workshop FIRST WRITING PROJECT FOLDER DUE Sign-up for midterm conferences
Week VI M 10/5 - F 10/9 (midterm)	<i>TS/IS</i> Chapter 14 readings & “Joining the Conversation” exercises (pp. 230, 234-35, 240, 255-56, 269, 280-81, 283, 291-92, 296, & 304) Questionnaires; Midterm conferences (Tuesday-Thursday) ¹ Workshop
Fall break M - T, 10/12-13	
Week VII W 10/14 - F 10/16	Workshops
Week VIII M 10/19 - F 10/23	SECOND WRITING PROJECT FOLDER DUE ² <i>TS/IS</i> Chapter 15 readings & “Joining the Conversation” exercises (pp. 311, 315, 321, 340-41, 355, 359, 376-77, & 391) Workshop

¹ Conferences will take place in Zinzendorf 304; class will not meet Wednesday, 7 October.

² Approximately half the class will be assigned a Writing Center session for work on a draft in this project.

Week IX M 10/26 - F 10/30	Workshops THIRD ESSAY PROJECT FOLDER DUE ³ Propose topics for fourth essay project
Week X M 11/2 - F 11/6	<i>BH</i> Sections 50 & 51: academic research; exercises in evaluating sources ; Reeves Library online research tutorial Reeves Library bibliographic instruction session <i>BH</i> Section 52 and exercises in avoiding plagiarism
Week XI M 11/9 - F 11/13	Research exercise Compiling sources for fourth essay project <i>BH</i> Sections 54-58: research and documentation; Tutorial 5 (p. xxxiv)
Week XII M 11/16 - F 11/20	Workshops
Week XIII M 11/23 – Tu 11/24	Workshop
Thanksgiving break W 11/25 – Su 11/29	
Week XIV M 11/30 – F 12/4	Workshops FOURTH ESSAY PROJECT FOLDER DUE Sign-up for portfolio conferences
Week XV M 12/7 - W 12/9	Portfolio conferences (Monday - Wednesday) ⁴ Course evaluations
Final exams F 12/11 – F 12/18	FINAL PORTFOLIOS DUE ⁵

³ Approximately half the class will be assigned a Writing Center session for work on a draft in this project.

⁴ Conferences will take place in Zinzendorf 304; class will not meet Monday, 7 Dec. or Wednesday, 9 Dec.

⁵ Each student's final portfolio will be due one week from the date of his/her portfolio conference, i.e. Monday 14 Dec., Tuesday 15 Dec., or Wednesday 16 Dec.