

**Writing 100A Introduction to Rhetoric:  
Argument and Persuasion**  
Fall 2010

Dr. Joel Wingard, English Dept.  
Office: Zinzendorf 304  
Hours: M, W, F 10:20-11:30 a.m.  
Office phone: ext.1511  
E-mail: wingardj@moravian.edu  
Website: <http://www.joelwingard.com>

## ***Content and approach***

As its title is meant to suggest, this section will focus on writing that tries to make readers believe what the writer believes about something that is open to dispute. For the most part, you will be writing *academic* arguments. These depend for success on the three elements of classical rhetoric: *ethos*, *pathos*, and *logos* -- that is, the kind of “person” created in the reader’s mind through the writing; the kinds of emotional appeals the writing aims at that reader; and the language and logic of the writing.

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

- analyze the rhetorical strategies in writing done by yourself and others
- demonstrate competence in the use of rhetorical templates
- 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. All of these projects will use information from published sources and document that information in formal academic style. At least one will involve locating and using source material through library research. Portfolios are semester-long projects in which you will *collect* writing, *select* what is best and most profitably revised in the way of that writing, and *reflect* on what that writing means in terms of your academic development.

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 on time to class each day with your day's work readily accessible. 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 semester grade of B is achieved by *doing all assigned work in the class and doing it on time*. It also means that I will not evaluate any of your work through the language of letter grades – until the end of the semester. In order to earn 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*, 8th ed., and its Website
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 one revision plan
  - 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 copy of which is to be submitted electronically
  - 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. 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.

This method seeks to take grades and grading out of the way of our attention to your writing – up to the level of B. You may exceed a B grade, however, by demonstrating superiority in your attention to the writing process; in your cooperation with classmates, especially in writing groups; in your evident grasp of the importance of revision; and in the quality of your writing when submitted in your semester portfolio. On the other hand, you will lose your eligibility for a B if any of the four writing projects is not complete, if your portfolio is improperly organized or does not demonstrate real revision of your writing, or if you exceed the maximum number of permitted absences.

## 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, and Nancy Sommers. *The Bedford Handbook for Writers*, 9th ed. Boston: Bedford/St. Martin's, 2010. (*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. A copy of all final drafts is to be filed electronically as a Word document.

I maintain a website that includes blog space for WRIT100A. 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 8/30 - F 9/3	Course introduction <b>Questionnaires; “biopoem”; post to class blog</b> <i>BH</i> pp. xxv-xxxiii (“How to Use This Book and Its Web Site”); <b><i>BH</i> Tutorials 1, 2 &amp; 4</b> <i>TS/IS</i> Preface, Introduction, <b>Exercises</b> (pp. 13-14)
Week II T 9/7 – F 9/10	<i>TS/IS</i> Chapters 1-3, <b>Exercises</b> (pp. 26-27, 38, & 47) <i>TS/IS</i> Chapters 4-7, <b>Exercises</b> (pp. 62, 71-72, 86-87, & 97)
Week III M 9/13 - F 9/17	<i>TS/IS</i> Chapters 8-10, <b>Exercises</b> (pp. 113-14, 122, & 131-32) <i>TS/IS</i> Chapters 11-12 <i>TS/IS</i> pp. 150-52, 211-12, 305-07, 392-93 – Preview of readings
Week IV M 9/20 - F 9/24	TBA: <i>TS/IS</i> Chapter 13, 14, 15, or 16 readings <i>BH</i> Sections 1-3 <b>Workshops</b> for first writing project
Week V M 9/27– F 10/1	<b>Workshops</b> <b>FIRST WRITING PROJECT DUE</b> Sign-up for midterm conferences
Week VI M 10/4 - F 10/8 (midterm)	<b>Questionnaires; Midterm conferences</b> (Tuesday-Thursday) <sup>1</sup> TBA: <i>TS/IS</i> Chapter 13, 14, 15, or 16 readings
Fall break Sa 10/9 – T 10/12	
Week VII W 10/13 - F 10/15	<b>Workshops</b> for second writing project
Week VIII M 10/18 - F 10/22	<b>Workshop</b> <b>SECOND WRITING PROJECT DUE</b> <sup>2</sup>
Week IX M 10/25 - F 10/29	TBA: <i>TS/IS</i> Chapter 13, 14, 15, or 16 readings <b>Workshops</b> for third writing project

---

<sup>1</sup> Conferences will take place in Zinzendorf 304; class will not meet Wednesday, 6 October.

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

Week X M 11/1 - F 11/5	<b>Workshops</b> <b>THIRD WRITING PROJECT DUE</b> <sup>3</sup>
Week XI M 11/8 - F 11/12	<b>Propose topics for fourth essay project</b> <i>BH</i> Sections 46-49: academic research; <b>Exercises in using sources;</b> <b>Reeves Library online research tutorial</b> Reeves Library bibliographic instruction session
Week XII M 11/15 - F 11/19	<i>BH</i> Section 50-52; <b>Exercises in avoiding plagiarism</b> <i>BH</i> Sections 53-54: research and documentation Compiling sources for fourth essay project
Week XIII M 11/22 – T 11/23	<b>Workshop</b> for fourth writing project Sign-up for portfolio conferences
Week XIV M 11/29 – F 12/3	<b>Workshops</b> <b>FOURTH WRITING PROJECT DUE</b> Course evaluations
Week XV M 12/6 – W 12/8	<b>Portfolio conferences</b> <sup>4</sup>
Final exams F 12/10 – F 12/17	<b>FINAL PORTFOLIOS DUE</b> <sup>5</sup>

---

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

<sup>4</sup> Conferences will take place in Zinzendorf 304.

<sup>5</sup> Each student's final portfolio will be due one week from the date of his/her portfolio conference, i.e. Monday, 13 December; Tuesday, 14 December; or Wednesday, 15 December.