

**Writing 100H Introduction to Rhetoric:
Argument and Persuasion**
Spring 2011

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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 WRIT100H:

- 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

Three 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 require you to locate and use 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. It’s simple: do all assigned work, completely, and on time, and you will earn a B for the course.¹

You may exceed a B grade 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 writing projects is not complete, if you fail to do other assigned work on time, 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.

¹ Assigned work includes your contributions to your classmates’ thinking and writing, especially for each of the writing projects.

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*, 8th 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 flash drive or in your own folder on the X drive on the campus network.

You must have a 3mb flash drive dedicated to WRIT100 work. All drafts of writing project essays are to be saved to this device, which is to be submitted to me for each project. Clean-for-editing drafts and final drafts of all essays are to be typed and printed out from an electronic word-processing application. A copy of all final drafts is also to be submitted electronically as a Word document attached to an e-mail.

I maintain a website that has pages for WRIT100. I will routinely post assignment details here. You must register on the site in order to use its interactive features. <http://www.joelwingard.com>

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 1/17 - F 1/21	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 M 1/24 – F 1/28	<i>TS/IS</i> Chapters 1-3, Exercises (pp. 26-27, 38, & 47) <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)
Week III M 1/31 - F 2/4	<i>TS/IS</i> Chapters 11-12 <i>TS/IS</i> pp. 150-52, 211-12, 305-07, 392-93 – Preview of readings TBA: <i>TS/IS</i> Chapter 13, 14, 15, or 16 readings
Week IV M 2/7 - F 2/11	TBA: <i>TS/IS</i> Chapter 13, 14, 15, or 16 readings <i>BH</i> Sections 1-2 Workshops for first writing project
Week V M 2/14– F 2/18	Workshops FIRST WRITING PROJECT DUE² Sign-up for midterm conferences
Week VI M 2/21 - F 2/25	Questionnaires; Midterm conferences (Tuesday-Friday) ³
Week VII M 2/28 - F 3/4 (midterm)	Questionnaires; Midterm conferences (Monday) ⁴ TBA
Spring break Sa 3/5 – Su 3/13	

² Approximately half the class will be assigned a Writing Center session for a reading of the final draft in this project.

³ Conferences will take place in Zinzendorf 304; class will not meet Wednesday, 23 Feb., or Friday, 25 Feb.

⁴ Conferences will take place in Zinzendorf 304; class will not meet Monday, 28 Feb.

Week VIII M 3/14 - F 3/18	TBA: <i>TS/IS</i> Chapter 13, 14, 15, or 16 readings Workshop
Week IX M 3/21 - F 3/25	Workshops
Week X M 3/28 - F 4/1	SECOND WRITING PROJECT DUE⁵ <i>BH</i> Sections 46-47: academic research <i>BH</i> Sections 48, 51: using sources; Online exercises Propose topics for third writing project
Week XI M 4/4 - F 4/8	Reeves Library bibliographic instruction session Online exercises Library work: Compiling sources
Week XII M 4/11 - F 4/15	<i>BH</i> Sections 53-54: research and documentation Workshops
Week XIII M 4/18 - R 4/21	Workshop THIRD WRITING PROJECT DUE
Week XIV T 4/26 - F 4/29	Portfolio briefing Course evaluations
Week XV M 5/2 - Sa 5/7 (Final exams)	FINAL PORTFOLIOS DUE

⁵ Approximately half the class will be assigned a Writing Center session for work on a draft in this project.

