

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

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### **Course Description and Objectives**

Writing 100 introduces writing as a process that is central to college learning and to life. Writing 100 focuses on college-level reading and writing, so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each section of Writing 100 entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings. You learn to write by writing and reading, so your teacher will be mostly a facilitator in class, not a lecturer or test-giver.

By the end of this course, students will

- Understand writing as a way of thinking and demonstrate that in the act of writing a writer may construct new knowledge
- Understand that success in writing lies in attention to the process as much as in the form of the final product and experience the power of collaboration as part of that process
- Increase their ability to read critically and comprehensively and to synthesize ideas from sources with their own ideas
- See how reading and talking about writing contribute to the development of writing abilities
- Gain facility in writing in a variety of genres for a variety of audiences
- Gain experience in using technology for research and writing and demonstrate competence in finding materials through research and in citing them in an academic style
- Become aware of errors in grammar, usage, punctuation and spelling that may impede a reader's understanding and increase their facility in avoiding or correcting such errors
- Be able to format a paper for an academic reader

### **Course Requirements**

Each student enrolled in Writing 100 will complete several pieces of writing, formal and informal, graded or ungraded. Expect to receive suggestions from your instructor or classmates as you develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be used to help you as you plan, draft, revise, and edit a piece of writing.

At least one writing assignment should involve substantial use of Reeves Library. You will improve your information literacy as you learn to develop and investigate a research topic. By the time you complete Writing 100, therefore, you should be proficient in the following “**basic competencies**” of information literacy:

- Define a research need
  - Formulate a research topic
  - Determine an information need
- Plan and execute a search for information
  - Identify key terms and concepts
  - Identify the most appropriate sources of information
  - Use Boolean operators and truncation where appropriate
  - Impose limiters (e.g., scholarly vs. popular, date, language)
  - Modify the search based on search results
- Know how and where to find the sources discovered in the search process
  - Determine which sources the library owns or provides access to and retrieve them
  - Request material not owned by the library on Interlibrary Loan
  - Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and be able to do so in an appropriate citation style

## **Writing as a Process**

Writing is more than simply a report of what you know and see; it's also an important way of exploring a subject. Developing a finished piece of writing through time and involving the recursive process discussed below can deepen your understanding of the world and yourself in a way that reading and thinking by themselves cannot. By practicing writing in this way, we hope that you can eventually become your own teacher/editor and be able to use writing as a way of learning. Here is a brief overview of the usual process, based on what we know about how successful writers actually work.

**Prewriting** (or planning) is the work you do before composing and includes those important early decisions about purpose, audience, and style to. Prewriting also means reading, taking notes, talking to others, outlining, or freewriting—in other words, gathering together your information and thoughts.

**Writing** (or drafting or composing) those first words on a blank page is sometimes the most difficult step, often preceded by procrastination and anxiety that the writing will not work and that you might fail. Beginning writers should remember that it is neither natural nor possible for the words to come out just right the first time. Trying to make each sentence perfect before going to the next is one of the worst things to do. Writing takes time and often trial and error to become exact. The process we follow at Moravian allows time for your unique mind and your store of language to work together.

Therefore, writing the first draft should be the fastest part of the process. You should write freely and without concern for style or mechanics in order to probe your ideas and let the act of writing help you discover what needs to be said. This first draft should be an open conversation between you and the writing. But for this conversation to move forward, you the writer must continue to put words on paper and respond to those words by writing more. Most any words will do to start the ball rolling, to set up this dialogue between you and the page. You are simply using writing to make yourself think in a sustained way about your topic. You aren't even sure yet what you wish to say. What comes out may surprise you. But at least give yourself a chance to let your thoughts flow in writing without trying to make each sentence correct before going to the next.

**Revising** is the crucial stage. Indeed, it has often been said that good writing is rewriting. It is through multiple drafts that a piece of writing is developed to fulfill the writer's purpose for a reader. You may add paragraphs and sentences while deleting old ones, or restyle flabby sentences and sharpen word choice now that the ideas are clearer. You may even trash much of what you've written in a first

draft as your purpose and your sense of yourself in relation to your audience becomes sharper. Always ahead in revision are several opportunities to improve what you are working on.

**Final editing and proofreading** occur as you approach completion of a writing project. For the first time the writer becomes a police officer, inspecting and verifying the grammar and spelling and punctuation. Good writing is much more than good grammar, but for most academic essays, the two go together. So writers at this point become concerned that no spelling or grammatical blunder will interfere with a reader's ability to understand and enjoy what was written.

You won't always have as much time as you would like for every essay. All of us, students and teachers alike, must learn to live within the limitations of this special version of life called college. But you can still practice this process of writing, learning to anticipate each stage and the writing problems that are a part of it. Someday your success will almost certainly depend, at least in part, on your ability to write meaningfully and to write with style. This semester is the time to start to get ready for that moment.

### **The Writing Center**

The Writing Center, on the second floor of Zinzendorf Hall, is there to support the efforts of all writers at Moravian College. The tutors there are students who are good, experienced writers and who are professionally trained to help you improve your writing. They will go over an essay draft with you and guide your understanding of how you might improve that draft. You could also drop by to pick up some of the free handouts on virtually every part of writing: getting started, writing a thesis, developing paragraphs, eliminating wordiness, using commas, and the like. The Writing Center is generally open Monday-Thursday afternoons and Sunday evenings during the semester. The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.<sup>1</sup>

### **Learning Services Office**

If you have a learning disability and believe you may require accommodation to succeed in this course, you should contact the Learning Services Office at 1307 Main Street. Its phone number is 861-1510. Do this as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion. Any student who wishes to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first **MUST** meet with either Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities and/or ADD/ADHD) or Dr. Ronald Kline in the Counseling Center (for all other disabilities).

### **Policy on Academic Honesty**

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built.

The College's expectations and the consequences of failure to meet these expectations are outlined below. If at any point in your academic work at Moravian you are uncertain about your responsibility as a scholar or about the propriety of a particular action, consult your instructor.

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<sup>1</sup> So is my office, by the way.

## **Guidelines for Honesty**

All work that you submit or present as part of course assignments or requirements must be your original work unless otherwise expressly permitted by the instructor. This includes any work presented, be it in written, oral, or electronic form or in any other technical or artistic medium. When you use the specific thoughts, ideas, writings, or expressions of another person, you must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of your department or instructor. It is the instructor's responsibility to make clear to all students in his or her class the preferred or required citation style for student work. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.

When you use the specific thoughts, ideas, writing, or expressions of another person, you must accompany each instance of use with some form of attribution to the source.

You may not collaborate during an in-class examination, test, or quiz. You may not work with others on out-of-class assignments, exams, or projects unless expressly allowed or instructed to do so by the course instructor. If you have any reservations about your role in working on any out-of-class assignments, you must consult with your course instructor. In each Writing 100 class and in the Writing Center, we try to establish a community of writers who can review and provide helpful criticism of each other's work. Although no students in your class or in the Writing Center should ever be allowed to write your paper for you, they are encouraged to read your work and to offer suggestions for improving it. Such collaboration is a natural part of a community of writers.

You may not use writing or research that is obtained from a "paper service" or that is purchased from any person or entity, unless you fully disclose such activity to the instructor and are given express permission.

You may not use writing or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student organization, such as fraternity or sorority files, unless you are expressly permitted to do so by the instructor.

You must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. In the case of work in electronic form, you may be asked to maintain all intermediate drafts and notes electronically or in hard copy until final grades are given. All these materials must be available for inspection by the instructor at any time.

## **Plagiarism**

A major form of academic dishonesty is plagiarism, which we define as the use, whether deliberate or not, of any outside source without proper acknowledgment; an "outside source" is defined as any work (published or unpublished), composed, written, or created by any person other than the student who submitted the work (adapted from Napolitano vs. Princeton). Instructors often encourage—and in the case of research essays, require—students to include the ideas of others in their writing. In such cases, students must take care to cite the sources of these ideas correctly (in other words, to give credit where credit is due). *The Bedford Handbook* provides guidance in using several systems for documenting sources.

At Moravian, if a Writing 100 instructor suspects plagiarism, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to see any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty

with regard to an assignment, requirement, examination, test, or quiz will consult with the Director of Writing Across the Curriculum, using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs.

A student may appeal either a charge of academic dishonesty or a penalty as follows:

First, to the course instructor.

Next, in the case of Writing 100, to the Director of Writing Across the Curriculum.

Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

### **Section A, spring 2012 – Rhetoric: the arts of argumentation and persuasion:**

Argumentative and persuasive writing are common in formal college assignments as well as in the wider world of communication. Both kinds are about someone trying to get someone(s) else to believe and/or act upon the first party's idea(s). The ancient Greek philosopher Aristotle defined *rhetoric* as finding the best available means of persuasion in any given situation. The twentieth-century philosopher Kenneth Burke has said *rhetoric* is the "use of symbols to induce cooperation in beings who by nature respond to symbols." Written and spoken language are symbolic systems which are continually used to persuade and argue. Classical rhetoric (Aristotle) defined three elements of communication: *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. Modern rhetoric (Burke) has added the important concepts of *purpose* and *motivation* (on both readers' and writers' parts) and the *situation* that brings writers and readers together. In this section, through your reading and writing, with the help of our primary textbook and its online writing environment, you will develop greater rhetorical sophistication as a reader and a writer.

This semester, you will also develop three writing projects, with the help of classmates and your instructor. Two of these will require research and citation of sources. You will also compile a portfolio of your semester's work, to be submitted as a culminating project. For this, you will *collect* the writing you've done all semester, *select* from it what is most useful and most likely for productive revision, *execute meaningful revision* of selected work, and *reflect* on the work you have done all semester.

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. For the workshops -- and class discussions -- to benefit you, your regular and prompt attendance at class 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. I will keep my website updated with daily assignments, and it is your responsibility to check these. Whenever possible, contact me in advance if you are going to miss class.**

## Required books and materials

Bean, John C., Virginia A. Chappell, and Alice M. Gillam. *Reading Rhetorically*. 3<sup>rd</sup>. ed. Boston: Pearson-Longman, 2011.

MyCompLab [www.mycomplab.com](http://www.mycomplab.com)

An account on the Moravian College network

Paperbound notebook and pens/pencils.

## Grades and grade contract

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 exercises from *Reading Rhetorically*, 3<sup>rd</sup> ed., and the course site on *MyCompLab*.
3. Complete, on time, all (3) **writing 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.<sup>2</sup>
4. Submit, on time, a **semester portfolio** in which you demonstrate an ability to
  - collect your semester’s work in WRIT100
  - select from that work what which is best and most suitable for further revision
  - execute substantive revision of at least one of the writing projects
  - reflect on your semester’s work, in writing, in the form of a cover letter.
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 absences 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

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<sup>2</sup> Preliminary drafts in each project will normally be accompanied by notes and reviewers’ comments. All components of each project must be ready and present at the beginning of class as assigned.

course.<sup>3</sup> Do more and better work than this minimum required, and you will be eligible for an A; do less and your grade will not exceed C+ and may go as low as F.

### **Your teacher's role and responsibility**

This document mentions (p. 1) 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.

### **Additional class rules and policies**

Because this class meets in a computer classroom, there are certain things that students must and must not do. You must:

- Check all mobile phones and personal stereos at the door upon arrival.
- Collect your phone or mp3 player upon departure.
- Power up your computer, log on to the campus network, and open my website [www.joelwingard.com](http://www.joelwingard.com). Many days, you will be asked to log on to MyCompLab as well ([www.mycomplab.com](http://www.mycomplab.com))
- Do not bring food or drink into the classroom.
- Do not browse the Web, visit social networking sites, or do any online work not associated with WRIT100A.
- Do on the computer only what you are directed to do.

Class will start promptly at 11:45 a.m. each day. Be ready to begin work at that time. Do not come late to class.

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<sup>3</sup> Assigned work includes your contributions to your classmates' thinking and writing, especially for each of the writing projects.

**Tentative general assignment schedule** (Boldface indicates assigned written work **due**)

Week I  
M 1/16 - F 1/20  
Course introduction  
**Questionnaires; “biopoem”; informal personal writing**  
Enroll in *MyCompLab*  
*Reading Rhetorically*: from the Preface, pp. xvii-xx (top).  
**MCL: exercises** TBA

Week II  
M 1/23 – F 1/27  
**MCL: exercises** TBA  
*Reading Rhetorically*: Chapter 1 and **exercises**.

Week III  
M 1/30 - F 2/3  
**MCL: exercises** TBA  
*Reading Rhetorically*: from Chapter 2 and **exercises**.

Week IV  
M 2/6 - F 2/10  
*Reading Rhetorically*: from Chapter 2 and **exercises**.  
**MCL: exercises** TBA  
**Workshops** for first writing project

Week V  
M 2/13– F 2/17  
**Workshops**  
**FIRST WRITING PROJECT DUE**<sup>4</sup>  
Sign up for midterm conferences

Week VI  
M 2/20 - F 2/24  
(midterm)  
**Questionnaires; Midterm conferences** (Tuesday-Friday) <sup>5</sup>

Week VII  
M 2/27 - F 3/2  
*Reading Rhetorically*: Chapter 3 and **exercises**.

Spring break  
Sa 3/3 – Su 3/11

Week VIII  
M 3/12 - F 3/16  
*Reading Rhetorically*: Chapter 4 and **exercises**.  
**MCL: exercises** TBA

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<sup>4</sup> Approximately half the class will be assigned a Writing Center session for a reading of the final draft in this project.

<sup>5</sup> Conferences will take place in Zinzendorf 304; class will not meet Wednesday, 22 Feb., or Friday, 24 Feb.



Week IX M 3/19 - F 3/23	<b>Workshops</b> for second writing project
Week X M 3/26 - F 3/30	<b>SECOND WRITING PROJECT DUE</b> <sup>6</sup> <i>Reading Rhetorically</i> : chapters 5 and 6 and <b>exercises</b> . <b>Workshop</b> for third writing project
Week XI M 4/2 - R 4/5	Reeves Library bibliographic instruction session Library work: Compiling sources
Week XII T 4/10 - F 4/13	<b>Workshops</b> for third writing project
Week XIII M 4/16 – F 4/20	<b>Workshops</b> for third writing project <b>THIRD WRITING PROJECT DUE</b>
Week XIV M 4/23 – F 4/27	<b>Conferences</b> <sup>7</sup> Course evaluations
Week XV M 4/30 – F 5/4	<b>FINAL PORTFOLIOS DUE</b>

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<sup>6</sup> Approximately half the class will be assigned a Writing Center session for reading of the final draft in this project.

<sup>7</sup> Conferences will take place in Zinzendorf 304; class will not meet Wednesday, 25 April, or Friday, 27 April.