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Spring 2-1-2018

WRIT 201.07: College Writing II

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Recommended Citation

Inglis, Anne M., "WRIT 201.07: College Writing II" (2018). *Syllabi*. 7633.
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College Writing II: Rhetoric and American Cultures
Joining the Canon: Language as Power
**prerequisite C or better in 101 or direct placement into WRIT 201*

Instructor: McCullough Inglis
Classroom: NAC 202
Meeting Time: T/Th 9:30-10:50 am
Email: anne.inglis@umontana.edu
Mailbox: LA133
Office Hours: Wednesday, 1-4 pm and by appointment
Office: Corbin 257

Course Description:

Through rhetoric, we come to a conversation about culture, politics and history that has long preceded us and will outlast us all. This class asks you to see your lives as critical texts for adding your voice to this conversation. What experiences have brought you to this point? What curiosities have fueled you? How do those experiences and curiosities influence the work you hope to do in your community? So often in academia, an artificial barrier is put up between our work in school and our lives outside—lives of work, lives with our families and loved ones, lives informed by our home places. This class asks you to take down that wall. It asks you to see your writing as relevant, vital and interconnected to all these pieces of your lives.

Over the course of the semester, we'll read thought-provoking essays and articles from contemporary nonfiction writers and public intellectuals and look at and hear from data analysts and podcast teams. As you respond to these voices and genres, this class asks you to join the current conversation around politics and culture here in Montana and more broadly in the U.S.. By writing with an increasingly trained eye for rhetorical choices and a keen sense of the power those choices hold, you'll take the exciting risk of seeing yourself as a vital citizen of—and writer for—your community.

Classroom Community:

This class is built on sharing writing—most immediately with each other and within your community through the essays you develop as the semester goes forward. We'll workshop your writing both in small groups and as a whole class. We'll share informal writings in Read Arounds. We'll get to know each other and each other's writing well, learning and gathering inspiration from each other's experiences and interests as we do so.

As part of sharing writing, this class relies on constructive feedback. We'll work on offering each other well-considered suggestions for revision through peer letters, workshop discussion and small group work. Given that we'll often be examining controversial issues in this class, you may find that you disagree radically with each other. This class is built to hold space for that disagreement. Emotions may flare as a result of disagreement on topics many of us hold dear, but remember that aggression is counter-productive within any disagreement and will not be part of this class.

Required Course Texts:

College Writing II: Rhetoric and American Cultures, Erin Wecker (available at UM bookstore only)

Readings on Moodle course website (print out for class—take a break from your laptops for this class unless otherwise noted.)

Other Course Materials:

Notebook for in-class writing

Folder for class materials, handouts and readings

General Expectations:

- Print off and dig into the readings in time to discuss them and write about them for the class they're assigned for. Underline, take notes, doodle on them—do whatever you need by way of annotation to be able to pull on them again and again as the semester goes forward. You will write analytically or creatively in response to the readings either in class or outside of it so make sure you read in order to do this writing.
- Turn in writing assignments on time. If you need an extension, that's OK. Just talk to me beforehand.
- Use standard formatting logic for your major assignments—12 point, Times New Roman font, double-spaced, one inch margins. Please print all assignments out. I am a big believer in reading your work off the computer screen, where I can give it more space.
- Join the classroom conversation in a thoughtful, in-depth way.
- Talk with me at any time to better understand my comments (or my irascible cursive!) and your work in the class.

WRIT 201 is an Intermediate Writing Course.

The university learning outcomes include:

- Use writing to learn and synthesize new concepts
- Formulate and express opinions and ideas in writing
- Compose written documents that are appropriate for a given audience or purpose
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions
- Demonstrate appropriate English language usage

Plagiarism Policy:

Plagiarism is a loss of a learning opportunity. Even more importantly, it's a loss of integrity. It will also result in a failing grade in this class.

Grading: you must earn a C- in this class to be awarded credit

Participation (includes mid-term response) 35%

Final Portfolio 65%

you must turn in your portfolio and complete all major essays by their deadlines in order to receive credit for this course.

Grading Policy: Students enrolled in WRIT 201 are graded by the traditional letter grade A, B, C, D, F or are given NC for no credit. The NC grade does not affect grade point average. It is reserved for students who have worked unusually hard, attended class regularly and completed all assignments, but whose skills are not at a passing level at the end of the semester.

Major Assignments:

Expect to write four essays and make at least one major revision based on the large group workshop of your research essay over the course of the semester, in addition to other short writing assignments in and out of class. Before each assignment, I'll give you a detailed assignment sheet that we'll go over together. All major papers must be completed for you to pass the course. I'll respond to these projects with written comments focused on suggestions for revision, but I will also mark them using a check system to help you know where you stand on a specific project.

Major Inquiry Projects:

Assignment #1: Rhetorical Analysis, **due Feb 5th by midnight to my email**

Assignment #2: Response Essay, **due March 1st**

Assignment #3: Persuasive Research and Proposal Essay, **due April 3rd**

Assignment #4: Proposal Transmittal Essay, **due April 12th**

Attendance

If you miss the first two classes, you will need to drop the course on Cyberbear and enroll in another semester. This is university policy and the reasoning behind it is that important groundwork for the semester is put in place in the first few class meetings. Students without that foundational framework are better served by taking the course when they can give it the attention it deserves.

More than two absences from a TR class will compromise your grade. 5 or more absences from a TR class will result in a failing grade. Here's the breakdown.

3rd absence: final grade drops one letter grade (for example, A drops to B)

4th absence: final grade drops two letter grades (for example, A drops to C)

5th absence: final grade is an F

Here's the reasoning behind the attendance policy. Without attending class, you cannot perform your role as a student involved in learning, planning, inventing, drafting; discussing reading and writing; learning and practicing rhetorical moves and concepts; or collaborating with your instructor and classmates. Required University events will be excused if you provide appropriate documentation. Personal situations inevitably arise that make it impossible for you to make it to class. Remember, however, that's why a few absences are allowed; please reserve those for emergencies.

If you must miss class, you're responsible for obtaining any handouts or assignments for the class. Make sure you talk with me in advance if you're worried about meeting a deadline or missing a class.

Participation. Participation includes coming to class prepared and on time, taking part in class discussions, asking questions, contributing your knowledge and insights in whatever form is appropriate, and striving to make all your contributions excellent. It also includes doing the required reading and writing for each class. Note: Please come to class on time. Lateness will hurt your grade because it is an unnecessary interruption and because latecomers are likely to miss valuable information. Please see *Participation Grade Descriptors* for more information.

Students with Disabilities.

Qualified students with disabilities will receive appropriate accommodations in this course. Please speak with me privately after class or in my office. Please be prepared to provide a letter from your DSS Coordinator.

Participation in University Assessment.

This course requires an electronic submission of an assignment stripped of your personal information to be used for educational research and assessment of the writing program. Your papers will be stored in a database. This assessment in no way affects either your grade or your progression at the university.

Daily Short Assignments. You will receive comments from me, but no grade on informal writing submissions. Short assignments play an important part in your overall participation grade.

Major Inquiry Projects. To give you a sense of the check system I'll be using, here's an outline

Check: A project with a check generally meets its rhetorical goals in terms of purpose, genre, and writing situation without need for extensive revision. Written comments will elaborate on strengths, weaknesses, and strategies for focused revision.

Check minus: A project with a check minus meets the basic requirements, but would benefit from significant revision and a stronger understanding of rhetorical decision-making. Written comments will elaborate on strengths, weaknesses, and strategies for revision.

Unsatisfactory: A project with a U does not meet basic standards, and requires extensive development and attention. An unsatisfactory submission may be incomplete or inappropriate to the assignment. Such a submission may receive a request to rewrite within a week in order to receive teacher comments.

Portfolio Grade Descriptors for WRIT 201

A Superior portfolios will demonstrate initiative and rhetorical sophistication that go beyond the requirements. A portfolio at this level is composed of well-edited texts representing different

writing situations and genres that consistently show a clear, connected sense of audience, purpose and development. The writer is able to analyze his or her own writing, reflect on it, and revise accordingly. The portfolio takes risks that work.

B Strong portfolios meet their rhetorical goals in terms of purpose, genre, and writing situation without need for further major revisions of purpose, evidence, audience, or style/ mechanics. The writer is able to reflect on his or her own writing and make some choices about revision. The writer takes risks, although they may not all be successful.

C Consistent portfolios meet the basic requirements, yet the writing would benefit from further revisions of purpose, evidence, audience, or writing style/mechanics (or some combination) and a stronger understanding of rhetorical decision-making involved in different writing situations and genres. The writer composes across tasks at varying levels of success with some superficial revision. The writer has taken some risks in writing and exhibits some style.

D Weak portfolios do not fully meet the basic evaluative standards. Most texts are brief and underdeveloped. These texts show a composing process that is not yet elaborated or reflective of rhetorical understanding related to composing in different genres and for a range of writing situations. Texts generally require extensive revisions to purpose, development, audience, and/ or style and mechanics.

F Unacceptable portfolios exhibit pervasive problems with purpose, development, audience, or style/ mechanics that interfere with meaning and readers' understanding. Unacceptable portfolios are often incomplete. A portfolio will also earn an F if it does not represent the writer's original work.

Participation Grade Descriptors for WRIT 201

A Superior participation shows initiative and excellence in written and verbal work. The student helps to create more effective discussions and workshops through his/her verbal, electronic, and written contributions. Reading and writing assignments are always completed on time and with attention to detail. In workshop or conferences, suggestions to group members are tactful, thorough, specific, and often provide other student writers with a new perspective or insight.

B Strong participation demonstrates active engagement in written and verbal work. The student plays an active role in the classroom but does not always add new insight to the discussion at hand. Reading and writing assignments are always completed on time and with attention to detail. In workshop or conferences, suggestions to group members are tactful, specific, and helpful.

C Satisfactory participation demonstrates consistent, satisfactory written and verbal work. Overall, the student is prepared for class, completes assigned readings and writings, and contributes to small group workshops and large class discussions. Reading and writing assignments are completed on time. In workshop or conferences, suggestions to group members

are tactful and prompt, but could benefit from more attentive reading and/or specific detail when giving comments.

D Weak participation demonstrates inconsistent written and verbal work. The student may be late to class, unprepared for class, and may contribute infrequently or unproductively to classroom discussions or small group workshops. Reading and writing assignments are not turned in or are insufficient. In workshops or conferences, suggestions to group members may be missing, disrespectful, or far too brief and general to be of help.

F Unacceptable participation shows ineffectual written and verbal work. The student may be excessively late to class, regularly unprepared, and not able to contribute to classroom discussions or small group workshops. This student may be disruptive in class. Reading and writing assignments are regularly not turned in or are insufficient. In workshops or conferences, the student has a pattern of missing, being completely unprepared, or being disruptive.