

(WRT 105) Studio 1: Practices of Academic Writing

Instructor: Dr. Jessica Corey

Required Texts & Materials:

Nancy R. Cromley et al. *Fields of Reading: Motives for Writing*. 10th edition. Bedford/St. Martin's, 2013

Elizabeth Losh et al. *Understanding Rhetoric: A Graphic Guide to Writing*. Bedford/St. Martin's, (2nd ed), 2017

Materials posted on Blackboard

A means to back up your work (flashdrive, Dropbox or OneDrive account, etc.)

Access to a printer and stapler

Course Overview:

College-level writing often asks you to analyze and develop arguments from multiple points of view; articulate and support your position regarding various issues; incorporate research; respond critically and ethically to others' ideas; adjust your writing for multiple audiences and purposes; and develop prose that is thoughtful, organized, exact in diction, and structured in a clear manner. This course aims to help you perform these tasks in a manner that is personal to you and effective for others—and to do so in a variety of academic, professional, and private contexts. The purpose is not to make you an expert in these areas but to help you see how you can use these skills to respond to a variety of writing situations and to identify, articulate, and reflect on the rhetorical choices informing any text. Therefore, this course sets out to provide a broad examination of composition, which includes writing across disciplines and modes.

Course Objectives/Learning Outcomes:

* Writing as Situated Process

Students will practice a range of invention and revision strategies appropriate to various writing situations.

* Writing with Sources

Students will be introduced to primary and secondary research, utilize various library resources, evaluate sources, and synthesize and apply research in accordance with citation, genre conventions and ethical standards.

* Writing as Rhetorical Action

Students will gain knowledge of rhetorical principles and practice addressing different audiences and situations.

* Writing as Academic Practice

Students will build their familiarity with values, strategies, and conventions related to a range of academic contexts and disciplinary conversations.

* Writing as Social Practice

Students will analyze, reflect on, and practice the dynamic use of language in diverse contexts and recognize issues of power, difference and materiality.

Assignments & Evaluation:

Rhetorical Cultural Analysis (20%)
 Argumentative Essay w/ Primary Research (20%)
 Tee Shirt (20%)
 Portfolio (20%)
 Midterm (5%)
 Quizzes/Reading Responses/In-Class Activities (15%)

A	930-1000 pts.	B+	870-899	C+	770-799	D+	670-699
A-	900-929	B	830-869	C	730-769	D	600-669
		B-	800-829	C-	700-729	F	0-599

* For each assignment, you will receive a detailed assignment sheet.

Schedule (Tentative):Unit 1: Introduction to Writing and Rhetoric

Week 1

M 1/15 NO CLASSES: MLK DAY
 W 1/17 Course Introduction; In-class writing

Week 2

M 1/22 Ronald, "Another Competing Theory of Process: The Student's" *
 W 1/24 *UR*, "Why Rhetoric?" (pp. 37-67)

Week 3

M 1/29 *UR*, "Writing Identities" (pp. 119-149)
 W 1/31 *UR*, "Strategic Reading" (pp. 71-115)

Week 4

M 2/5 Education/Humanities: *FR*, Casebook: "What is the Value of a College Education" (pp. 627-644)
 W 2/7 Education/Humanities: *FR*, Casebook: "What is the Value of a College Education" (650-677)

Unit 2: Reading and Writing Across Academic Disciplines

Week 5

M 2/12 **Draft of Rhetorical Cultural Analysis Due**; Conferences
 W 2/14 Conferences

Week 6

M 2/19 *UR*, "Rethinking Revision" (pp. 259-285)
 W 2/21 **Rhetorical Cultural Analysis Due**

Week 7

M 2/26 Cultural Studies/Economics: *FR*, Ehrenreich, "Nickel and Dimed: On (Not) Getting By in America" (pp. 243-255)
 W 2/28 *UR*, "Argument Beyond Pro and Con" (pp. 153-189)

Week 8

M 3/5 In-class activity
 W 3/7 **Midterm**

Week 9

M 3/12 NO CLASSES: SPRING BREAK
 W 3/14 NO CLASSES: SPRING BREAK

Week 10

M 3/19 *UR*, "Research: More Than Detective Work" (pp. 219-255)
 W 3/21 Cultural Studies/Psychological Development: Marantz Henig, "What Is It About 20-Somethings?" (pp. 268-282)

Week 11

M 3/26 Sociology/Race Studies: *FR*, King, "Letter from Birmingham Jail" (pp. 341-353); Obama, "A More Perfect Union" (pp. 355-64)
 W 3/28 **Draft of Argumentative Essay Due; Peer Review**

Unit 3: Responding to and Creating Multimodal Compositions

Week 12

M 4/2 Cornwell, "T-Shirts As Wearable Diary: An Examination of Artifact Consumption and Garnering Related to Life Events"*
 W 4/4 **Argumentative Essay Due**

Week 13

M 4/9 Gender: Hipple, "Clothing their Resistance in Hegemonic Dress: The Clothesline Project's Response to Violence Against Women"*
 W 4/11 Tee Shirt Workshop

Week 14

M 4/16 TBD
W 4/18 Self-Assessment Workshop

Week 15

M 4/23 **Tee Shirt Due**
W 4/25 Portfolio Workshop

Week 16

M 4/30 Portfolio Workshop
W 5/2 Wrap-Up and Course Evaluations

Portfolio Due Monday, May 7

Final exams May 3-9

*This material is posted on Blackboard.

**The instructor reserves the right to amend the syllabus, course schedule, and course documents.