

WRT 104: Introduction to College-Level Writing

Instructor: Dr. Jessica Corey

Required Texts & Materials:

Kathryn Evans. *Real Questions: Reading and Writing Genres*. 1st edition. Macmillan Learning, 2013

The Freedom Writers (with Erin Gruwell). *The Freedom Writers Diary*. Broadway Books, 1999/2009

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 involves critical reading, analysis, articulate and ethical expression of your ideas, and understanding of conventions appropriate to audience and context. This class helps you perform these tasks in a manner that is personal to you and effective for others. We will engage with writing theory and readings across disciplines and genres in order to strengthen your skills in responding to a variety of academic situations.

Course Objectives/Learning Outcomes:

- *Writing as Situated Process*
Students will practice a range of invention, reading, revision and editing strategies with the goal of developing successful habits as writers.
- *Writing as Social Understanding*
Students will analyze, reflect on, and practice the dynamic use of language in diverse academic, social, and technological contexts.
- *Writing as Rhetorical Action*
Students will consider interactions between audience, situation and genre as part of their writing processes.
- *Writing as Reflective Learning*
Students will practice self-reflection as a means of developing the awareness necessary to adapt to changing contexts.

Assignments & Evaluation:

Summary (100 points)

Analysis (100 points)

Revision & Reflection (150 points)

Response Journals (50 points)

Quizzes/Homework/In-Class Activities (100 points)

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

Grading Scale for Most Major Papers

A	93-100 pts.	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	F	0-59

An **A** paper is an exceptional example of college writing. It demonstrates a clear main idea that can be followed throughout the development of the paper. It maintains a strong structure from the beginning to the end of the paper, with carefully defined connections between the paragraphs and sentences that consistently give the entire essay a definite sense of purpose. The writer obviously has much to say about the subject and has carefully selected specific supporting points that effectively reinforce the writer's thesis. The writer seems to be in control of the paper each step of the way; the language used is not only grammatically correct, but is vivid, precise, and interesting.

A **B** paper is a good example of college writing. It also contains a definite and original main idea. The organization of the paper is good, although the movement between supporting points may not always be smooth. The supporting points demonstrate the writer's thorough attention to the subject and relate closely to the central idea. The language is generally clear, and the paper contains few mechanical errors.

A **C** paper fulfills the basic requirements of the assignment. It also has a definite thesis that basically controls the essay's development. The paper has an organizational pattern, but it may be incompletely carried through in certain respects. There appears to be sufficient support for the thesis, but some details may be vague or inadequately explained. The language generally communicates with the reader, but there may be times when sentence structure or wording is somewhat awkward.

A **D** paper is barely acceptable college writing. Its main idea is present, but is difficult to follow through the paper's development. The paragraphs within the paper may deviate from the thesis, or may fail to help the paper move forward with a clear sense of progression. The paper may contain language that repeatedly becomes hard to follow, or major grammatical errors that seriously interfere with its meaning.

An **F** paper seriously falls short of the work appropriate for college level writing. There are major flaws in the content, organization, and mechanical elements of the paper.

Schedule (Tentative):Unit 1: Critical Reading

Week 1

T	7/5	Introduction to the course; in-class writing
W	7/6	<i>RQ</i> "Strategies for Reading and Writing any Genre" (pp. 4-8); <i>FWD</i> (Fall 1994: Diary 6 and 10-14; Spring 1995: all)
TR	7/7	Response Journal due ; <i>FWD</i> (Fall 1995: Entry 3 and Diary 24-29 and 31-32; Spring 1996: opening entry, Entry 4, and Diary 41-48)

Week 2

- M 7/11 *FWD* (Fall 1996: Diary 54-55 and 65-66; Spring 1997: Entry 6 and Diary 67-71 and 75-92)
- T 7/12 *FWD* (Fall 1997: Entry 7 and Diary 99-101 and 108-109; Spring 1998: Entry 8 and Diary 114-128, 133-137, 139, and 142)
- W 7/13 *FWD* (Epilogue and Afterward)
- TR 7/14 **Response Journal due**; *RQ*: “Strategies for Critical Thinking, Reading, and Writing” (pp. 9-15 and 23-27)

Unit 2: Exploring Topics through Multiple Genres

Week 3

- M 7/18 *RQ*: section “How Can Relationships Change and Grow” (“Case Study...” (pp. 123-126); “Patching Holes” creative non-fiction (pp. 127-133); “From *You’re Wearing That?*” self-help book excerpt (pp. 163-169)); **Workshop**
- T 7/19 *RQ*: section “How Can Relationships Change and Grow” (“When We Hurt the Ones We Love” scholarly journal article excerpt (pp. 183-189))
- W 7/20 *RQ*: section “How Can Relationships Change and Grow” (“Cycle of Violence” brochure (pp. 174-179))
- TR 7/21 **Response Journal AND Summary due**; *Secret Origin: The Story of DC Comics* documentary

Week 4

- M 7/25 *RQ*: “Writing Rhetorical Analyses” (pp. 31-40); *Comics with Problems* in-class activity
- T 7/26 *RQ*: section “How is Social Media Affecting Our Relationship with the World Around Us?” ((pp. 561-62), “Case Study: Twitter” (pp. 562-63), “About the Readings” (pp. 564-65), “How to Survive the Age of Distraction” op-ed (pp. 566-69))
- W 7/27 *RQ*: section “How is Social Media Affecting Our Relationship with the World Around Us?” (“Is Google Making Us Stupid? magazine feature (pp. 574-83) “Response to Nicholas Carr’s ‘Is Google Making Us Stupid?’” critique (pp. 584-87))
- TR 7/28 **Response Journal due**; *RQ*: section “How is Social Media Affecting Our Relationship with the World Around Us?” (“From *Alone Together: Why We Expect More from Technology and Less from Each Other*” research argument (pp. 593-612))

Week 5

- M 8/1 **Conferences/Workshop**
- T 8/2 *RQ*: section “How is Social Media Affecting Our Relationship with the World Around Us?” (“*Pediatrics* Gets It Wrong about ‘Facebook Depression’” blog (pp. 644-54))
- W 8/3 *RQ*: section “How is Social Media Affecting Our Relationship with the World Around Us?” (“A Day without Media” web report (pp. 666-85))
- TR 8/4 **Response Journal AND Analysis due**; “Understanding Revision” (to be completed in class)

Week 6

M	8/8	Conferences/Workshop
T	8/9	Peer Review
W	8/10	TBA
TR	8/11	Revision & Reflection due; Reading at E.M. Mills Rose Garden (tentative)

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