

FIRST YEAR WRITING AND RHETORIC **WRTG 1150: Section 054 / Section 068**

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OFFICE: ENVD 1B62C-B
HOURS: MWF 12:45-1:45 drop-in hours; and MWF 4:00-5:00 with appointment
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REQUIRED TEXTS

- Ellis, Eric and Pearce, Lonni (eds.). 2009. *Knowing Words: A Guide to First-Year Writing and Rhetoric*. Plymouth, MI: Hayden-McNeil. ISBN 978-0-7380-2977-1
- Lunsford, Andrea A. and Ruskiewicz, John J. 2007. *Everything's an Argument*. Boston and New York: Bedford / St. Martin's. ISBN 978-0-312-44749-6.
- Readings posted on CULearn

In addition, you will need:

- A dedicated notebook for in-class writing activities and journaling outside of class
- Copies of your essay drafts to distribute in class for workshopping

N.B. You need to bring to class a copy of any reading assigned for that day, as well as your class journal. This means you will want to print out any assigned reading posted on CULearn so you can mark on it, make notes, and have it in front of you as we discuss it in class. Unlike what you may have learned in your early schooling, you are encouraged to write in your texts! Critical reading will require you to develop an annotation system to help pinpoint key claims, assumptions, and evidence as you read.

COURSE OVERVIEW / OBJECTIVES

WRTG 1150 is a rhetorically informed introduction to college writing. Over the course of the semester, you will engage in critical analysis, argument, and inquiry as you develop your writing skills and acquire critical information literacy for college and beyond.

In line with the Colorado Commission on Higher Education's (CCHE) standards for all "Communication General Education 'Guaranteed Transfer Courses'" offered at public colleges and universities through the state, you will "learn how to summarize, analyze, and synthesize the ideas of others" (par. 3) by emphasizing:

- "rhetorical knowledge" including "rhetorical situation, audience, and purpose"
- "writing processes" including drafting, revising, critiquing (both self and others) and source evaluation
- "writing conventions" including format, grammar and style
- "comprehension of content knowledge at the intermediate level" (par. 6)

Throughout the semester, you will be required to:

- Generate a range of academic arguments using the Toulmin model of argumentation while attending to a variety of additional rhetorical considerations (e.g. attention to appeals to pathos, ethos, and logos; attention to issues of audience and purpose, etc.)
- Provide sufficient evidence for your arguments including appropriate primary and secondary academic research
- Provide thoughtful analysis of your chosen evidence in light of your particular academic arguments
- Understand and implement key aspects of the writing process including drafting, revising, editing, commenting upon the work of others, proofreading
- Understand and employ key features of "standard academic English" and clear prose style
- Read and evaluate the work of others with a critical awareness of the rhetorical choices made

COURSE FORMAT AND EXPECTATIONS

The course is structured as a writing workshop. This means you will not only write, but you will be part of a writing community that explores the writing process. As a member of this community, you will offer and receive constructive criticism from your peers as well as discuss articles from published writers.

Examining the writing process from the perspective of a critical reader helps us develop our own skills as writers. Your participation in and commitment to this writing community is essential for your development as a writer and success in the course. You are expected to come to class prepared. This means you will need to read the assigned material prior to class, bring copies of your own work to share with others when assigned, and be prepared to discuss your ideas. It is up to you to make a personal commitment to your learning and make the most of all aspects of the class, including readings, class discussions, peer feedback, instructor conferences, etc. A strong commitment to your learning will inevitably pay off in the knowledge you take away from the class at the end of the semester—and of course, also result in a higher grade.

CRITICAL READING, WRITING AND THINKING

A primary focus on this course is to help you develop your critical reading, writing and thinking skills. Scholarly analysis, argument, and inquiry require stepping outside our usual frames of reference to examine issues from various angles. In order to critically evaluate arguments, we must first understand those arguments as laid out by authors and classmates. You are encouraged to try on ideas and examine topics from different angles, to challenge ideas and rethink your own positions throughout the semester as we engage in a collaborative process of scholarly investigation.

CLASS AMBIENCE AND ACADEMIC RESPECT

Academic courses are a place for intellectual challenges and lively discussions. Everyone benefits from an atmosphere of creativity, diversity, and expressive freedom as we negotiate new understandings of concepts, and explore ideas from different angles. Please practice the art of thoughtfully challenging ideas while respecting the conveyor of those ideas, so we can create a supportive atmosphere where everyone can build on each other's knowledge and experience, and learn from each other.

WHAT YOU CAN EXPECT FROM ME

Timely and constructive feedback on your work. Guidance to help you develop your critical reading, writing and thinking skills. Interest in you, your ideas and your contributions to the course. Please take advantage of my office hours to meet with me outside of class to get feedback on assignments, clarify questions or to further discuss topics of interest to you. I am here to help you make the most of your learning experience in this course!

ATTENDANCE POLICY

Attendance is required. This means showing up to class on time and prepared. Two late appearances count as one absence. This course is a writing workshop. If you are not present, you obviously cannot participate. If you are absent (regardless of the reason), you will not be able to make up any in-class work. Keep in mind that if you miss class you are still responsible for any material covered and assigned so be sure to talk to a classmate.

More than *four* absences—for any reason—will impact your final grade. Please note that a missed class is a missed class. You effectively have four “sick days,” so use them wisely (i.e. when you are actually sick and not simply to go skiing). Your final grade will be lowered by one full letter grade for each absence beyond four. For example, if you miss five classes and your grade is a B, it will drop to a C. If you miss six classes, that B would drop to a D. If you miss seven classes, that B would drop to an F. This may seem severe, but remember this is a writing workshop. You have a responsibility not just to yourself but to others in the class. Others count on you for feedback just as you count on them. Your development as a writer (and hence your success in the course) stems from your participation in this community of writers. Active engagement in the process is just as important as the final products you turn in.

Campus policy regarding **absences due to religious observances** requires faculty to make every effort to reasonably and fairly accommodate students who must miss scheduled exams, assignments or

classes due to religious obligations. In such a case, you must contact me at least one week *prior* to your absence so we can discuss an appropriate schedule for making up the work. See policy details at www.colorado.edu/policies/fac_relig.html.

DUE DATES / TURNING IN ASSIGNMENTS

Late assignments will not be accepted. Hard copies of assignments are **due in class** at the beginning of class (unless prior arrangements have been made). They must be typed and stapled. Printing problems do arise, so plan accordingly. In other words, please don't wait until the last minute to print. Printing problems are not a valid excuse. **Remember, no points will be given to assignments turned in late.**

Format for assignments (unless otherwise specified):

- Typed with a standard 12-point font (e.g. Times New Roman)
- Double spaced
- Margins at least 1 inch (1.25" left/right margins are recommended)
- Stapled
- Include page numbers
- Include a relevant title
- Include at top: your name, course number/section, the assignment/draft number, and date

If you have extreme circumstances (e.g. the death of an immediate family member, serious illness, etc.) that impact your ability to attend class and turn in an assignment on time, please contact me ASAP with appropriate documentation so we can make accommodations for your situation. Please note that any requests for deadline extensions due to extreme circumstances must be accompanied by proper documentation.

COURSE WEBSITE

The course website is found on CULearn. CULearn can be accessed via the www.colorado.edu website or directly at <https://culearn.colorado.edu>. Be sure to check CULearn regularly. Additional readings, links, and handouts will be posted here. In addition, you will need to access the library's First Year Writing website to access the RIOT Tutorials and some readings. This website can be found via the library's home page or directly at <http://ucblibraries.colorado.edu/pwr/>.

THE WRITING CENTER

The Writing Center is a campus service offering free one-on-one feedback about academic writing. This is an excellent resource to supplement your learning in this course. See www.colorado.edu/pwr/writingcenter.html for more information.

GENERAL UNIVERSITY POLICIES

Administrative Drops

You must attend your class regularly during the drop/add period. Any student who **misses two classes** during that period *may* be administratively dropped in order to make space for students on the waiting list. However, this process is not automatic. If you decide you don't want to take the course, it is your responsibility to drop it in order to avoid receiving an "F" on your transcripts.

Special Accommodations for Disabilities

If you qualify for accommodations because of a disability please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (303-492-8671, Willard 322, www.colorado.edu/disabilityservices).

Academic Integrity and Plagiarism

Cheating and/or plagiarism on any assignment/exam will result in an automatic grade of 0 and could also result in an automatic F for the course. Each student is expected to know and adhere to the CU Student Honor Code and follow the policy laid out therein. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Students who are found to be in violation of the academic integrity policy may be subject to both academic sanctions and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). More information on the CU Honor Code can be found at www.colorado.edu/policies/honor.html and www.colorado.edu/academics/honorcode.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. See the university policies on these matters at www.colorado.edu/policies/classbehavior.html and www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Sexual Harassment

The University of Colorado Policy on Sexual Harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at www.colorado.edu/odh.

MAJOR ASSIGNMENTS

- Essay #1: Argument (100 points)
- Essay #2: Critical Reading (100 points)
- Essay #3: Rhetorical Analysis (100 points)
- Research Paper Proposal (100 points)
- Annotated Bibliography (100 points)
- Essay #4: Research Paper (100 points)
- Participation (100 points)

The final course grade is out of 700 points. Grading rubrics will be posted on CULearn.

Full details of each essay assignment will be provided in class. No essay will be accepted without having gone through multiple drafts and the workshopping process.

The grade for participation will be determined at the end of the semester based on your engagement with all aspects of the class, including peer reviewing/workshopping, preparation of readings for class discussions, in-class freewritings and essays, and completion of the RIOT Tutorials. Please see the grading rubric for the participation grade on CULearn.

TENTATIVE COURSE SCHEDULE

*Changes may be announced in class and/or on CULearn

EA = Everything's an Argument

KW = Knowing Words

CULearn = Article or link to article posted on CULearn

WEEK 1	
Mon, Aug 25	Introduction to course / syllabus
Wed, Aug 27	KW Chap 1 "Introduction" (pgs. 1-8) KW Chap 2 "Critical Inquiry" (pgs. 9-16) KW Chap 4 "Workshops and Revisions" (pgs. 23-32) DUE: Read syllabus and log on/explore CULearn In-class diagnostic essay
Frid, Aug 29	EA Chap 1 "Everything is an Argument" (pgs. 3-44)
WEEK 2	
Mon, Sept 1	NO CLASS – LABOR DAY
Wed, Sept 3 ADD DEADLINE	EA Chap 6 "Structuring Arguments" (pgs. 139-173) CULearn "Lower the drinking age?" INTRODUCE Essay #1: Argument
Frid, Sept 5	CULearn "The Kyoto Protocol and Self Interest" KW Argument sample essays (pgs. 89-116) – focus on the introductions
WEEK 3	
Mon, Sept 8	EA Chap 2-4 "Pathos, Ethos, Logos" (pgs. 45-100)
Wed, Sept 10 DROP DEADLINE	DUE: Working draft of Essay #1 plus 18 copies for workshopping
Frid, Sept 12	EA Chap 18 "Avoiding Plagiarism" (pgs. 514-527) Workshop Essay #1

WEEK 4	
Mon, Sept 15	CULearn "On Immigration We've Got it Backward" CULearn "You Say Potato, I Say Electricity" Workshop Essay #1
Wed, Sept 17	CULearn "How Scientific Illiteracy Hobbles Society" KW Argument sample essays (pgs. 89-116) – focus on supporting evidence Workshop Essay #1
Frid, Sept 19	EA Chap 12 "Style in Arguments" (pgs. 369-392)
WEEK 5	
Mon, Sept 22	CULearn "Blowback" DUE: Final version of Essay #1 INTRODUCE Essay #2: Critical Reading
Wed, Sept 24	DUE: Thesis statement for Essay #2 plus 18 copies for workshopping
Frid, Sept 26	DUE: Working draft of Essay #2 plus 4 copies for workshopping
WEEK 6	
Mon, Sept 29	EA Chap 5 "Thinking Rhetorically" (pgs. 102-136) CULearn "President's Remarks to Nation"
Wed, Oct 1	DUE: Revisions of Essay #2 plus 4 copies for workshopping
Frid, Oct 3	CULearn "To Drill or Not to Drill" CULearn "Playing Innocent Abroad" CULearn "Real Battles and Empty Metaphors"
WEEK 7	
Mon, Oct 6	EA Chap 17 "Fallacies of Argument" (pgs. 491-513) CULearn "Glossary of rhetorical fallacies" DUE: Final version of Essay #2 Bring magazines/magazines with advertisements and editorials to class INTRODUCE Essay #3: Rhetorical Analysis
Wed, Oct 8	EA Chap 14 "Visual Arguments" (pgs. 411-440) CULearn "Campaign ads"
Frid, Oct 10	DUE: Thesis statement/introduction of Essay #3 plus copies for workshopping
WEEK 8	
Mon, Oct 13	DUE: Working draft of Essay #3 plus copies for workshopping
Wed, Oct 15	KW Argument sample essays (pgs. 89-116) – focus on conclusions
Frid, Oct 17	DUE: Revised working draft of Essay #3 plus copies for workshopping

WEEK 9	
Mon, Oct 20	EA Chap 7 "Arguments of Fact" (pgs. 174-216) DUE: Final version of Essay #3 INTRODUCE Essay #4: Research Paper; Proposal; Annotated Bibliography
Wed, Oct 22	EA Chap 11 "Proposals" (pgs. 327-366)
Frid, Oct 24	KW "Information Literacy" (pgs. 17-22) KW Inquiry sample essays (pgs. 63-87) DUE: RIOT Module 1 "Think" DUE: RIOT Module 2 "Find"
WEEK 10	
Mon, Oct 27	DUE: Working draft of proposal plus copies for workshopping
Wed, Oct 29	EA Chap 19 "Evaluating and Using Sources" (pgs. 528-548) DUE: RIOT Module 3 "Evaluate" DUE: RIOT Module 4 "Cite"
Frid, Oct 31	Library seminar (tentative date)
WEEK 11	
Mon, Nov 3	CULearn "The Real Dirt on Rainforest Fertility" CULearn "Conservationists' Newest Foe: Ski Resorts" DUE: Research Proposal
Wed, Nov 5	EA Chap 16 "What Counts as Evidence" (pgs. 469-490) KW Annotated bibliography sample (pgs. 126-128)
Frid, Nov 7	DUE: Introduction to Research Paper plus copies for workshopping
WEEK 12	
Mon, Nov 10	CULearn "Language Ideology and Language Prejudice" Workshop Introductions
Wed, Nov 12	EA Chap 20 "Documenting Sources" (pgs. 549-582) CULearn "The World's Languages in Crisis"
Frid, Nov 14	DUE: Revised introduction along with one or more body paragraphs of Research Paper; bring copies for peer review

WEEK 13	
Mon, Nov 17	KW Inquiry sample essays (pgs. 63-87) – focus on supporting evidence DUE: Annotated Bibliography
Wed, Nov 19	DUE: Draft of a new body paragraph of Research Paper; bring copies for workshopping
Frid, Nov 21	Workshop Research Paper
FALL BREAK	No Class Mon, Nov 24 – Frid, Nov 28
WEEK 14	
Mon, Dec 1	DUE: Draft of full Research Paper; bring 6 copies for workshopping Workshop Research Paper
Wed, Dec 3	Workshop Research Paper
Frid, Dec 5	KW Inquiry sample essays (pgs. 63-87) – focus on conclusions Workshop Research Paper
WEEK 15	
Mon, Dec 8	Workshop Research Paper
Wed, Dec 10	DUE: Final version of Research Paper plus 3 copies for peer proofreaders
Frid, Dec 12	DUE: Final version of Research Paper FINAL: In-class reflective essay