WRTG 1150: First Year Writing and Rhetoric
COMM RAP – Communication and Society
Spring, 2014

<table>
<thead>
<tr>
<th>Instructor: Orly Hersh</th>
<th>Office: BUCK S120 or ENVD 1B50B</th>
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<tbody>
<tr>
<td>Mailbox: You can slide papers under my office door if necessary</td>
<td>BUCK Office Phone: (303) 492-2171</td>
</tr>
<tr>
<td>Email: <a href="mailto:orly.hersh@colorado.edu">orly.hersh@colorado.edu</a> (best way to get in touch with me)</td>
<td>Office Hours: Mon. 10:00 – 11:00 and 12:00 – 1:00, Wed. 10:00 – 11:00, and by appointment</td>
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<tr>
<td>Class Meeting Time &amp; Room: Section 220R MWF 11:00AM – 11:50AM BUCK S106</td>
<td>Class Meeting Time &amp; Room: Section 221R MWF 1:00PM – 1:50PM BUCK S106</td>
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Welcome to Writing 1150! You have made an excellent choice – this is an intense but fun class, and you will learn a great deal in only 16 short weeks. Whatever your academic writing experience has been, you will find yourself looking at writing in many new ways. Keep your mind open, work hard, and you won’t be disappointed. What follows is a guide to this class, and is designed to help you figure out what you can expect from the class, and what is required of you. Remember that you can always email me or talk to me if you have questions.

Required Texts and Materials


This is the Program for Writing and Rhetoric’s custom text. It introduces you to the course goals/objectives and key rhetorical concepts and also provides samples of student writing. If the bookstore is out, check the bookstore on the Hill. You can find it at the CU bookstore under “P” for Pearce (the first author listed).

- Writer’s Help access and account.

Writer’s Help is an online writing handbook and general resource. You can buy a card that gives you access to Writer’s Help in the CU bookstore (at the cashier’s desk), or online. I will demonstrate Writer’s Help in the first week or two of class.

Course Description

This course is designed to help you improve your writing skills in many ways and at a number of levels, and prepare you for writing and other assignments you will encounter in college courses and beyond. Expect to write a lot. We will explore many different kinds of writing and use both texts and your experiences to inform what we write, so be prepared to read a lot as well and to share what you have written and what you think about texts. This is a safe environment and all opinions are valid and valued. Please understand that your role in the class is both as student and peer – you will be asked to read and comment on your classmates’ writing frequently. This required workshop is designed to help you be aware of your audience, to help you articulate your ideas about writing, and to gain self-awareness of yourself as a writer.
Course Goals
There are six goals that shape this course. Our work this semester is designed to help you:

1. develop rhetorical knowledge, analyzing and making informed choices about purposes, audiences, and context as you read and compose texts.

   We’ll begin by analyzing the rhetorical situation in a variety of texts—that is, we’ll ask questions about the relationships among the text, writer, audience, and context, and we’ll discuss how these relationships shaped the writer’s choices. Then you’ll apply this rhetorical knowledge by writing in different genres and for different audiences, adapting the voice, tone, format and structure of your writing to meet the needs of your audience.

   We’ll also discuss the ethical use of rhetoric—if rhetoric is a form of power, what are our ethical responsibilities as writers?

2. analyze texts in a variety of genres, understanding how content, style, structure and format vary across a range of reading and writing situations.

   We’ll look at how the concept of “genre” can help us as readers and writers better interpret the implicit and explicit expectations for how a text should be composed/interpreted—why does an academic essay look/sound different than an editorial in the New York Times? Why is that we can quickly identify whether a movie is a horror film or a comedy (or sometimes both)? You’ll be asked to read critically: to recognize the rhetorical strategies an author has chosen—both in format and content—that invite the audience to interpret the text in a particular way. We’ll also discuss how the same text may be interpreted in different ways and how some of the most effective and persuasive texts are ones that subvert what we expect from a particular genre.

3. refine and reflect on your writing process, using multiple strategies to generate ideas, draft, revise, and edit your writing across a variety of genres.

   Throughout the semester, you’ll use a variety of strategies throughout the stages of writing—researching, drafting, revising, editing, and proofreading—to help you refine your own writing process. One of the most important strategies that you’ll practice is workshopping each other’s writing. A regular part of class time will be devoted to small- and large-group workshops in which you will read and critique each other’s work. The benefits of this workshop approach are two-fold: as a writer, you receive a range of responses to your work and, as a reader, you learn from reading and critiquing your peers’ writing.

4. develop information literacy, making critical choices as you identify a specific research need, locate and evaluate information and sources, and draw connections among your own and others’ ideas in your writing.

   You’ll learn about research technologies available here at CU (on-line databases, electronic books and journals, bibliographic software, etc.) through a library seminar. More importantly, we’ll discuss how to evaluate a source for accuracy, relevance, credibility, reliability and bias by examining the source’s rhetoric and rhetorical situation. These skills are crucial for developing information literacy. In other words, as part of this course, you’ll learn how to seek, evaluate, use, design and share information for a variety of purposes. (See Knowing Words Chapter 3 for more information on information literacy.)

5. construct effective and ethical arguments, using appropriate reasons and evidence to support your positions while responding to multiple points of view.

   One of the primary ways that we as human beings attempt to influence our world is to make arguments that will convince others to adopt or at least consider our point of view. Whether you’re writing a formal argument for a class or discussing your views of the upcoming election with friends, understanding the components of effective and ethical arguments will help you present your ideas in a way that invites your audience—whether or not they agree—to listen and then enter the conversation.

6. understand and apply language conventions rhetorically, including grammar, spelling, punctuation and format.

   Yes, grammar counts...but what counts as “good” grammar changes in different rhetorical situations. Because this is an academic course, in most of your major assignments you’ll be expected to use a writing style and tone that is considered appropriate for a general academic audience. However, as part of the course you’ll also write in other genres and for other audiences, so you’ll need to think carefully about how to adapt your writing for the rhetorical situation at hand.
These six goals express the PWR’s commitment to preparing you for the kinds of reading and writing you will perform in your other classes. They also fulfill the course criteria given to all state institutions by the Colorado Commission on Higher Education, the governmental body that contributes to the policies for college education in Colorado. In other words, this writing class is not just about what your writing teacher here at CU thinks is important. It’s about deepening your skills in rhetorical knowledge, writing processes, and language conventions so that you can write effectively for a variety of audiences in a variety of situations—both inside and outside the classroom.

(See Knowing Words Chapters 1 and 2 for more information about the course description and goals.)

**Major Assignments and Grading**

**Daily / Short Assignments**
You will be asked to read and/or write almost every day. We will begin each class with a short freewrite. These will never be collected, but are nonetheless required. Many of your daily writing assignments will not be given a letter or point grade, but you will get credit for doing them. Some will not be collected at all, and others will be collected and given points. You are expected to complete all assignments whether or not they are handed in or graded. You are expected to check the class D2L site regularly so you can keep up with assignments and possible changes to the schedule.

**Major Assignments and Projects**
There are 3 units or sections in the class, each focusing on a different aspect of analysis, research, and writing. In the first unit, there is one long essay. The second unit ends with an in-class essay. The Inquiry Project contains a number of components, all of which are required. You will not receive any grade on the major papers until they have been workshops and revised. After papers have been graded, you may be able to revise for an adjusted grade.

**Textual Analysis**
In this unit we will analyze texts in order to understand thesis and other aspects of text. The main essay is an opportunity to think carefully about the film Into the Wild. Your task is to write an essay that discusses your interpretation of what is significant and important about the content of the text. You are encouraged to think creatively and to write creatively for this essay. We will try to break away from the concept of the “five paragraph essay.”

**Rhetorical Analysis**
The focus of this unit is to understand and analyze not what a text is saying, but how the text is presented. We will examine a variety of texts, including websites, videos, essays, advertisements, speeches and others which we will analyze together. In the final in-class essay, you’ll analyze a short text and discuss the rhetorical strategies you see at work. You’ll also be asked to discuss your interpretation of the purposes of the text, primary and secondary audiences, and ethical implications. In addition, you may discuss any logical fallacies that you detect.

**Inquiry Project**
This is the heart of the course – you will choose a topic that you’re interested in, and learn to do University-level research (primary and secondary) to explore many aspects of your topic. Your skills of analysis, summary, organization and persuasion will all come together in this project. The graded elements of the project are: RIOT tutorials and library research seminar, Project Proposal, Annotated Bibliography, Inquiry Paper, and Multi Media Persuasive Presentation. All together, this project counts for 55% of your course grade.
Assignments/Units and Grade Percentages

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<thead>
<tr>
<th>Assignment / Course Element</th>
<th>% of course grade</th>
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<tr>
<td>Unit 1 - Textual Analysis Essay</td>
<td>10%</td>
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<tr>
<td>Unit 2 - Rhetorical Analysis In-class Essay</td>
<td>10%</td>
</tr>
<tr>
<td>Inquiry Project</td>
<td>55% total</td>
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<tr>
<td>Library tutorials (RIOT) and library research seminar</td>
<td>5%</td>
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<tr>
<td>Project Proposal</td>
<td>5%</td>
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<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
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<tr>
<td>Inquiry Paper</td>
<td>15%</td>
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<tr>
<td>Multi-media Persuasive Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Classwork / assignments / participation</td>
<td>20%</td>
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<tr>
<td>Workshop</td>
<td>5%</td>
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<td>Reflective Writing</td>
<td>5%</td>
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Attendance
Attendance is required. This is a participatory seminar, so you can’t just get class notes from someone and expect that’s enough. Your presence is necessary – you will be an active part of the learning process, not just your own, but your classmates’ as well. If you accumulate 4 absences (classes and conferences) your grade will drop one half a grade for each subsequent absence (from B- to C+, for example). If you have more than 9 absences total (three full weeks of class), you will fail the course. This is in line with the COMM RAP’s attendance policy. If you know ahead of time that you will be absent, it is a good idea to look ahead at work that you will be missing so that you don’t fall behind, and also to let me know. It is your responsibility to find out what you missed and make it up. Please understand that letting me know ahead of time that you will be absent does not make it an excused absence.

Participation/ Preparation
Come to class prepared to work and to contribute to the class. You will have read assigned readings, completed written or other assignments, and have papers or drafts of papers printed out and ready to work on or hand in as assigned. I do not accept late assignments. If you are not prepared for class, you won’t get participation points for that class meeting. If you are prepared and you contribute, the points are yours! If you come to writing workshop unprepared, you will lose even more participation points. Please make sure your materials are printed and available before you come to class.

Formatting and Document Design
Learning how to format your papers and assignments and to pay attention to how they appear is an important component of improving your academic writing. Every assignment will be word processed, and will follow these rules:
- Put the following information in the upper left-hand corner: your name, the date, the assignment name, my name, and the title of your paper (if there is one).
- Have a header on every following page that includes: your name and the assignment name.
- Double-space, unless you’re specifically instructed not to.
- Use a single font and point-size for each document. Choose a font that is easy to read.
- Make sure there is a page number on every page. You can include this in your header, or at the bottom of the page.
- You may print double-sided.
- Staple all multiple-paged assignments.
- Be proud of how your work LOOKS as well as of its content!

Academic Honesty / Plagiarism
Plagiarism is the act, whether deliberate or unintentional, of passing off someone else’s work as your own, from one sentence to an entire paper. Any act of plagiarism will result in automatic failure of that paper, and possible failure of the course. To help me detect plagiarism, I may use resources such as turnitin.com, and I will follow the guidelines suggested by the University Honor Code. See Knowing Words p. 212 – 213 and http://www.colorado.edu/academics/honorcode for more information about academic honesty and the honor code.
**Classroom Behavior**
Students and faculty share responsibility for maintaining an appropriate and productive 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. Professional courtesy and sensitivity are especially important with respect to differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. See policies at [http://www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html) and [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code).

**Students with Disabilities**
If you qualify for accommodation because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. **Disabilities Services: 303-492-8671, Center for Community N200**
[www.colorado.edu/disabilityservices](http://www.colorado.edu/disabilityservices)

**Religious Holidays**
Campus policy requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you know that you will miss class or not be able to meet an assignment due date because of observation of a religious holiday, please let me know within the first two weeks of class so we can make accommodations. For more information:
[www.colorado.edu/policies/fac_religion.html](http://www.colorado.edu/policies/fac_religion.html)

**Honor Code**
All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include cheating, plagiarism, academic dishonesty, fabrication, lying, bribery, and threatening behavior. I will report all incidents of academic misconduct to the Honor Code Council. Students who are found to be in violation of the academic integrity policy will be subject to both academic and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information may be found at [http://www.colorado.edu/policies/honor.html](http://www.colorado.edu/policies/honor.html) and [http://www.colorado.edu/academics/honorcode/](http://www.colorado.edu/academics/honorcode/).

**Sexual Harassment**
The University of Colorado Policy on Sexual Harassment applies to all students, staff, and faculty. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment 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 may be found at [http://www.colorado.edu/sexualharassment/](http://www.colorado.edu/sexualharassment/)

**Note:** Information on this syllabus, except for attendance policies, is subject to change with advance notice.
<table>
<thead>
<tr>
<th>Grading / Evaluation Criteria, WRTG 1150</th>
<th>No or Limited Proficiency</th>
<th>Some Proficiency</th>
<th>Proficiency</th>
<th>High Proficiency</th>
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<tr>
<td><strong>Rhetorical Awareness</strong> (writer's ability to understand and respond to rhetorical situation)</td>
<td>The purpose of the paper is unclear. The paper shows no awareness of audience. There is no clear relationship among purpose, audience, and writer's choice of genre.</td>
<td>The purpose of the paper is often unclear. The paper shows little awareness of audience. The relationship among purpose, audience, and genre is present but weak.</td>
<td>The purpose of the paper is generally clear. The paper demonstrates an awareness of audience. The relationship among purpose, audience, and genre is appropriate.</td>
<td>The paper has a strong and clear purpose. There is a clear sense of audience. The relationship among purpose, audience, and genre is highly effective.</td>
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<td><strong>Controlling Idea</strong> (explicit or implicit), Thesis, Central Claim, Stance, Dominant Impression, Theme, Unifying Purpose</td>
<td>Writer presents no clear controlling idea. Writer gives no direction to the paper.</td>
<td>Controlling idea is vague or broad. Writer's controlling idea is not consistently clear throughout the paper.</td>
<td>Controlling idea is inquiry driven and presents a fairly clear position. For the most part, writer's controlling idea is clear and developed throughout the paper.</td>
<td>Controlling idea is inquiry driven and clear and specific. It may be sophisticated, original, and insightful. Writer's controlling idea is developed with originality and insight throughout the paper.</td>
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<td><strong>Reasoning, Evidence, Support, Proof</strong> (facts, details, examples, and research as appropriate)</td>
<td>The paper makes weak or indefensible claims, faulty assumptions, or errors of fact. Claims and evidence are inadequately evaluated for logic, relevance to thesis, accuracy, or credibility.</td>
<td>The paper fails to thoroughly evaluate logic, accuracy or credibility of facts, evidence, assumptions, or claims. Controlling idea is weakly supported or unpersuasive.</td>
<td>The paper offers some sound reasoning in support of the controlling idea and some persuasive supporting evidence. Assumptions are not always made explicit or are not critically examined.</td>
<td>The paper demonstrates sound reasoning, factual accuracy, thoroughly examined assumptions, and personal insight in clear support of controlling idea or claims. Ideas are originally and convincingly developed and supported with concrete evidence.</td>
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<td><strong>Structure/Organization</strong></td>
<td>Sequencing of ideas, transitions, and paragraphs is confusing and haphazard. Introduction does not achieve a clear presentation of topic or principal ideas. Conclusion is missing or incomplete.</td>
<td>Topic sentences, transitions, and paragraphs remain undeveloped and limited in logical sequencing. Introduction is limited in its focus upon topic and/or principal ideas. Conclusion is present but does not satisfactorily achieve a culmination of principal ideas.</td>
<td>Topic sentences, transitions, and paragraphs achieve a logical sequencing of ideas, claims, and evidence. Introduction presents topic and principal ideas with clarity. Conclusion provides an appropriate culmination of principal ideas.</td>
<td>Topic sentences, transitions, and paragraphs advance a complex series of ideas, claims, and evidence. Introduction captures reader's attention in a thoughtful presentation of topic and principal ideas. Conclusion achieves an imaginative and satisfying culmination of principal ideas.</td>
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<tr>
<td>Style</td>
<td>Tone is inappropriate for the assignment and audience. Sentence structure lacks variety. Word choice is inappropriate. Style hinders comprehension of meaning.</td>
<td>Tone is often inconsistent and/or inappropriate. Sentences are rudimentary with little to no variety in sentence structure. Word choice is limited and repetitive; some words are used incorrectly; clichés often used.</td>
<td>Tone is generally appropriate and consistent. Sentences are varied and demonstrate some complexity. Word choice is adequate and somewhat varied. Style contributes to comprehension of meaning.</td>
<td>Tone is mature, appropriate and consistent. Sentences are well-constructed, effective, varied and complex. Word choice is appropriate, exact and includes advanced vocabulary. Style illuminates meaning.</td>
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<td>Conventions (spelling, grammar, usage, citation of sources)</td>
<td>Errors are severe and appear throughout the paper, overriding communication. Sources are not cited or are cited and/or integrated improperly.</td>
<td>Errors are repeated throughout the paper and sometimes impede communication. Patterns of flaws may be present. Sources are cited improperly or sporadically and are integrated with limited effectiveness.</td>
<td>Errors are few and do not seriously impede communication. Sources are generally cited correctly and integrated effectively.</td>
<td>Writing is essentially error free. Spelling and grammar are &quot;invisible.&quot; Sources are cited correctly and integrated skillfully.</td>
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Tentative Schedule (subject to change)

Note: Most readings and short assignments will be assigned in class and on unit calendars. (One more reason not to miss class!)

| Week | 1/13 | Monday: Syllabus, introductions  
Wednesday: freewriting, writing process, language and literacy  
Friday: "Writing Assessment, Pre-test"  
Assignment: Read Knowing Words chapters 1 & 2 by Friday 1/17  
Looking ahead: "This I Believe" essays due for workshop Fri. 1/24; Revised draft due Mon. 1/27 |
| Week | 1/20 | Monday: MLK Day – NO CLASS  
Wednesday: "This I Believe" discussion and workshop  
Friday: Share and workshop drafts of "This I Believe" essays  
Looking Ahead: Watch "Into the Wild" by classtime Friday, 1/31 (on your own, or Movie Night in classroom or Buckingham living room TBA) |
| Week | 1/27 | *Conferences – Monday 1/27 and Tuesday 1/28 – mandatory*  
Textual Analysis Unit  
Textual Analysis Worksheet; Practice Textual Analysis; Analysis exercises  
Friday: Film discussion & assignment  
Looking Ahead: Watch "Into the Wild" by classtime Friday, 1/31, Textual Analysis draft due for workshopping Friday, 2/7; revised draft due Monday 2/10. |
| Week | 2/3  
Monday: Film discussion and assignment  
Wednesday: Film discussion and analysis  
Friday: Textual Analysis draft due for in-class workshop  
Looking Ahead: "Into The Wild" textual analysis essay due Monday 2/10; Read Chapter 4 "Rhetoric and Rhetorical Analysis" (pp 27-43) in Knowing Words for Monday 2/10 (quiz) |
| Week | 2/10 | "Into The Wild" paper due Monday  
Rhetorical Analysis Unit – detailed unit schedule distributed  
Knowing Words chapter 4 quiz Monday  
Discuss rhetoric/rhetorical analysis, examples, readings  
Documentary film, readings, website analysis  
Rhetorical Analysis texts will include the following, among others: "On the Justice of Roosting Chickens" by Ward Churchill, "I Have a Dream" by Martin Luther King, Jr, "Talking Points on Marriage" Focus on the Family website, current New York Times columns, editorials and letters, short documentaries and film parodies. |
| Week | 2/17 | Rhetorical analysis – continued – readings and website analysis |
| Week | 2/24 | Rhetorical analysis – continued – readings and advertisements  
Looking Ahead: Monday 3/3 – In-class Rhetorical Analysis Essay |
| Week | 3/3 | Monday: In-class Rhetorical Analysis Essay  
Inquiry Project Unit – detailed schedule distributed  
Seven-article Assignment  
Introduce Inquiry Project – discuss, read, components, assignments |
| Week 9 3/10 | Inquiry Project – RIOT tutorials, research, online sources vs. print sources, topic selection workshops Library seminar (date TBA)  
Proposals due for workshopping Friday 3/14 |
| Week 10 3/17 | Revised Inquiry Proposals due Monday 3/17, research day (TBA), conferences  
*Citation Workshop Week*  
*Looking Ahead:* First ½ Annotated Bibliography due in class Wednesday 4/2; Complete Annotated Bibliography due Friday 4/4 |
| Week 11 3/24 | **Spring Break – No Classes** |
| Week 12 3/31 | First ½ Annotated Bibliography due *Wednesday 4/2*, second ½ due Friday 4/4. Continued work, workshops, conferences  
*Thesis Workshop Week* |
| Week 13 4/7 | Inquiry Paper–  
Due for workshopping Monday 4/7  
Workshops Monday and Wednesday  
– Revised Inquiry Paper due Friday 4/11– |
| Week 14 4/14 | Conferences Monday and Wednesday |
| Week 15 4/21 | Persuasive Multi-media assignment – conferences, discussion, workshopping  
Persuasive assignment due week of 4/28 (presentations all week) |
| Week 16 4/28 | Multi-media presentations all week  
*May 2 – Last day of class – Inquiry Project Portfolio and reflective letter due in class* |