

# Writing 121 Syllabus

Crook County High School

**Class Days:** Mon-Fri. **Instructor:** Jim Churchill-Dicks **Meeting Time:** Periods 3 and 4

**E-mail:** Jim.Churchill-Dicks@crookcounty.k12.or.us **Prep:** 1st Period **Location:** 229

**Phone:** (541) 447-6900 ext. 3124

## COURSE DESCRIPTION

WR 121 focuses on rhetorical reading, thinking and writing as a means of inquiry. Students will gain fluency with key rhetorical concepts and utilize these in a flexible and collaborative writing process, reflecting on their writing process with the goal of developing metacognitive awareness. They will employ conventions, including formal citations, appropriate for a given writing task, attending to the constraints of audience, purpose, genre, and discourse community. Students will compose in two or more genres. They will produce 3000-3500 words of revised, final draft copy or an appropriate multimodal analogue for this amount of text. If the focus is primarily multimodal, students will produce at least one essay that integrates research and demonstrates an understanding of the role of an assertive thesis in an academic essay of at least 1000 words.

Potential for 4 College Credits from COCC

## Core Textbooks:

The following six texts will be at the core of this course:

Moore, Dinty. *Field Guide to Writing Flash Nonfiction*. Brookline, MA: Rose Metal Press, 2012. Print

Graff, Gerald. *"They Say / I Say": The Moves That Matter in Academic Writing (Third Edition)*, New York: W. W. Norton & Company, 2014. Print

Spatt, Brenda. *Writing From Sources, 8th Edition*. Boston: Bedford St. Martin's, 2011. Print.

Andrea A. Lunsford, John J. Ruskiewicz, Keith Walters. *Everything's An Argument*. Boston: Bedford St. Martin's, 2004. Print.

Jespersion, Otto. *Essentials of English Grammar*. Huntsville: Alabama, 1964. Print.

**Other Materials:** A variety of contemporary online articles, essays and memoirs, including selected, age-appropriate passages from:

*Fire Girl*, by Sayantani Dasgupta

*Abandon Me*, by Melissa Febos

*Hunger*, by Roxanne Gay

*Wild*, by Cheryl Strayed

*A Chronology of Water*, by Lidia Yuknavich

*The Art of Asking*, by Amanda Palmer

*The Face: Cartography of the Void* by Chris Abani

*The Most Human Human*, by Brian Christian

### **Vocabulary:**

My goal is for you to have a WORKING KNOWLEDGE of key literary terms. We have some interactive and well-paced ways of going about this. I will provide further details in our discussion as well as on my Class Calendar.

### **Elements of Nonfiction Forms, Flash Nonfiction, Formal Academic Summary, Rhetorical Analysis and Research Writing:**

Students will be expected to use critical thinking skills to analyze and respond to selected readings, and to write several papers using support from documented resources to analyze rhetorical strategies, synthesize sources to support an original thesis as well as employing appropriate argumentation strategies to persuade an audience. Students are required to participate in all stages of the writing process, and to keep all assignments for a portfolio evaluation at the end of the term.

Additionally, a deeper study in both the form and content of the readings will occur. Going beyond the surface code of text, students will develop a working knowledge of rhetorical and literary devices including: word choice, imagery, register (language) and syntax. Students will also delve into deeper filters of analysis, including: paradox, scholarly rhetorical theory (i.e. feminist, Marxist, archetypal, psychoanalytic etc.) Contemptuous Mundi (The Ills of Society), historical context and the rhetorical triangle: Ethos, Pathos and Logos.

### **WR 121 Outcomes**

#### **Rhetorical Awareness**

- Exhibit rhetorical awareness and develop rhetorical competence
- Use Key rhetorical concepts through analyzing and composing a variety of texts

#### **Critical Thinking, Reading and Writing**

- Critically read and use college-level texts to support writing goals
- Locate, evaluate and use sources for writing goals; demonstrate an understanding of the communal and conversational nature of research

## **Processes**

- Develop and compare flexible strategies for composing processes;
- Collaborate in the exchange of writing as both reviewer and author, generating and evaluating feedback as part of the revision process;
- Use a variety of technologies in composing for different purposes and audiences

## **Knowledge of Conventions**

- Recognize and apply the conventions of Standard Edited English
- Vary text structure, paragraphing, sentence structure and word choice appropriate to genre
- Apply citation conventions

## **Metacognition and Transfer**

- Reflect and document procedural knowledge gained in the areas of writing strategies
- Discuss how to transfer and apply writing knowledge to new contents

## **GRADES**

### **Major Writing Assignments:**

Three Flash-Nonfiction Creative Pieces, 500 words each (**150 points**),

Eight Timed Writes analyzing the rhetorical devices utilized in Nonfiction and Memoir; 250+ words each (**200 points**)

Multimodal Project: “Utilizing Juxtaposition in Both Images and Text” (**200 points**)

Essay Topic Proposal and Annotated Bibliography of Sources (**100points**)

Multiple Source Synthesis Research Essay: 1200+ words (**250 points**)

**Other Assignments:** (designed to support the above work) **100 points** total combined for Drafts (Including Revision Sheets/ Conferencing), Timed Writes, Final Portfolio Metacognitive Reflection, Vocabulary, Participation and Discussions

**Grand total of 1000 points.**

90% and above is an “A”; 80% “B”; 70% “C”; 60% “D”; and 50% and below, an “F.”

## **Evaluation**

1. Essays will be evaluated on focus, organization, support, and proofreading in addition to other criteria that will be handed out with each assignment.
2. Standards for Submitting Work: Your papers must be submitted typed, double-spaced, and in Times-New Roman font (like this page). Please use 12 point font and 1 inch margins on all four sides of your paper. Black ink must be used on all printed assignments you submit. **Your papers must be submitted using MLA style**, which we will discuss early in the term.
3. I am happy to give you verbal feedback on any essay before its due date. Just bring it by during my prep or on our Wednesday Feedback time (preferred), and we can discuss it.

**How to succeed in WR 121.** Because we work best as a community of peers creating and exploring together to become skilled academic writers, I expect everyone to practice the qualities of responsibility, respect, civility and thoughtfulness towards each other and all classroom discussions and assignments. Consequently, you need to...

**Complete the Writing Process Assignments** as well as essays. Process is an important part of writing, and of thinking for that matter. Intelligent, well-formed essays do not magically spring verbatim from the inspired mind, even for the most talented and successful authors. Ideas need to percolate, to be played with, kicked around, rearranged and re-visioned. Consequently, we will be doing some of the prewriting process in class and some out of class (through Google Classroom) Take process seriously, and you will be rewarded with additional insights and a broader repertoire of skills to draw on in school and career.

In an effort to be an added resource, most Wednesdays will be optional; designed for students who want small group or individual feedback or for debriefing earlier essays for future improvement. As there will be no essay retakes at the college level, this is what I can do to help you reflect on your previous work. I am also available during our scheduled ELO periods.

**Submit Assignments on time:**

Late work within the first three days of the due date will receive a Maximum of 75% credit.

**NOTE: As this is a college-level class, this is different from the CCHS policy.**

**Do not plagiarize.** Cheating or plagiarism of any kind (accidental or intentional) is a major referral and will receive a zero for the assignment. One additional chance to complete the assignment (within one week of the referral) will be given, but will only be restored to a maximum of 60% credit. See Writing Resource guide on how to prevent this situation from happening to you.

**\*\*Put Away the Cell Phones and other class work. No phones are allowed during class time (even in the halls and restrooms). The school policy has been revised (p.17) and is required to be strictly enforced. That means referral sheets that I have to send down to the office.**

**That means phones are only allowed between classes, before and after school and during lunchtime.**

**If you are expecting an important call during class from parents, bosses, recruiters etc. the admin is asking to have them call the front office and they will send you a pass to come down.**

**I have both read and agree to the terms written above for this course:**

**Student Name (Printed clearly)** \_\_\_\_\_

**Student Signature and Date** \_\_\_\_\_

**Parent Signature and Date** \_\_\_\_\_

**Parent Preferred Email Contact** \_\_\_\_\_