WRIT 201 College Composition II

Exploring Inclusive & Intersectional Rhetoric

Class Meetings: T/R 12:30-1:50 p.m.
LA 235

Instructor Information

Instructor: Grace Arenas
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Course Description

When we consider the power of rhetoric, we often think in terms of extremes: a thesis is either strong or weak, a source is either right or wrong. We are taught to “take sides” and find only the evidence that supports our point while dismantling or disregarding the opposition. For various contexts, this application of rhetorical tools can be valuable. But, in this process, what happens to the other “sides,” the voices that we inherently exclude?

In this course, we will attempt to understand, communicate with, and bring to light under- and unrepresented voices through an inclusive and intersectional rhetoric. We will examine the ways in which traditional single-perspective messages are expressed and explore methods of expanding those perspectives to speak to diverse audiences. We will, above all, use our writing to engage in global conversations in a respectful, empathetic, and holistic manner.

Throughout the semester, you will build your skills in inclusive and intersectional rhetoric through research, readings, group and individual peer workshops, in-class dialogues, and the cycle of writing and revision. By the end of the course, you will have completed three “major” and three “mini” projects; your three “major” projects will be further revised for a final portfolio submission.

Course Texts

Various course texts will be available either as handouts or as links on the class website. Unless the linked text is a video or some other kind of visual aid, you are required to PRINT out and bring copies of homework readings to class. Consider the cost of printing for this class a
substitution for the cost of textbooks, and plan accordingly. Failure to bring printed copies of readings to class will result in a significantly lowered participation grade for the day.

Other Requirements

- Drafting folder (to hold on to brainstorming sheets, fast-writes, etc.)
- Notebook for in-class writings
- Thin binder/sturdy folder for the final portfolio (not required until end of semester)
- Access to class website

WRIT 201 is an Approved Writing courses. Its university learning outcomes include:

- Use writing to learn and synthesize new concepts
- Formulate and express opinions and ideas in writing
- Compose written documents that are appropriate for a given audience or purpose
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions
- Demonstrate appropriate English language usage

This course requires an electronic submission (via Moodle) of an assignment stripped of your personal information to be used for educational research and assessment of the university’s writing program. Your paper will be stored in a database. A random selection of papers will be assessed by a group of faculty and staff using a rubric developed from the following Writing Learning Outcomes:

- Compose written documents that are appropriate for a given audience or purpose
- Formulate and express opinions and ideas in writing
- Use writing to learn and synthesize new concepts
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
- Demonstrate appropriate English language usage

This assessment in no way affects either your course grade or your progression at the university. Here’s the rubric that will be used to score the papers.

Major Projects

You will receive detailed assignment sheets for the following major projects as we start each new unit:
1. Artifact-Based Inquiry Project (due 2/21/17)
2. Broadening Perspectives Project (due 3/30/17)
3. Personal Reflection Project (due 4/25/17)

You will draft, workshop, and revise all three of these major projects both in advance of the due date and throughout the semester to prepare them for the portfolio. You will not pass the course if these major projects are not completed. Because this is a portfolio-based course, you will not receive letter grades on these individual projects until the end of the semester, however you will receive my written feedback/a check-based evaluation to give you an idea of what kinds of revisions still need to be made to the project. The check-based evaluation system is as follows:

- **Check plus** = a very strong draft that has successfully responded to the assignment and is in need of several more targeted revisions
- **Check** = a strong draft that has largely responded to the assignment and is in need of targeted revisions/a re-addressing of a specific section or sections
- **Check minus** = a draft that has attempted to respond to the assignment but demonstrates a misinterpretation of the goal/needs a number of holistic revisions to bring it in line with expectations
- **Unsatisfactory, or U** = a draft that does not respond whatsoever to the assignment/a draft that is incomplete or not submitted by the deadline

**Mini Projects**

In between due dates for your major projects, you will have three mini projects to complete. The mini projects will not be revised to be included in the portfolio (with the possible exception of mini #3), but they still constitute a significant portion of your grade. You will receive detailed assignment sheets for the following mini projects in advance of their deadlines:

1. Reading Response (due 2/7/17)
2. Presentation (due 3/14/17–3/16/17)
3. Course Reflection (due 4/11/17)

You have the option of revising the course reflection piece into the introduction for your portfolio.

**Class Policies/Expectations**

- All assignments, both reading and writing, will be completed by the assigned date in order to receive a grade. I do not accept late work- if you know in advance that you will be unable to meet a deadline, contact me and we will decide how best to approach the situation. Extensions on major projects will only be given if you notify me at least one full week ahead of the deadline.
• **Homework must be typed, printed, and stapled if more than one page.** Use Times New Roman, 12 pt. font with 1-inch margins, double-spaced unless otherwise indicated.
• Homework readings/linked articles must be printed and brought to class.
• Attend class regularly.
• Participate actively and respectfully in class discussion.
• Phones should be off and stored away in your bag. There is no reason for your phone to be out during class.

**Grading**

Participation/Mini Assignments: 35%
Portfolio: 65%

You must earn a C- in this class to be awarded credit for it. Please contact me as early as possible if you are concerned about your final grade for the class.

**Grading Policy**

Students enrolled in WRIT 201 are graded by the traditional letter grade A, B, C, D, F, or are given NC for no credit. The NC grade does not affect grade point average. It is reserved for students who have worked unusually hard, attended class regularly and completed all assignments but whose skills are not at a passing level at the end of the semester.

**Attendance**

If you miss the first two classes, you will need to drop the course on Cyberbear and enroll in another semester. This is university policy and the reasoning behind it is that important groundwork for the semester is put in place in the first few class meetings. Students without that foundational framework are better served by taking the course when they can give it the attention it deserves.

Attendance is vital to your success in the course. More than two absences from a T/R course will compromise your final grade. If you accumulate 5 or more absences, you will automatically fail the course. Here’s the breakdown:

• 3rd absence: final grade will drop by one letter
• 4th absence: final grade will drop by an additional letter grade
• 5th absence: final grade is automatically an F

The attendance policy is structured as it is because failing to come to class makes it impossible for you to sufficiently participate in/benefit from class discussion, workshopping, collaborative work, and various other in-class activities. Please reserve your two “freebie” absences for
emergency situations; other than required university events or medical emergencies (both of which would require documentation), these are the only excused absences you are allowed.

If you do miss class, **it is your responsibility** to obtain any handouts or important information you might have missed.

**Participation**

Participation is not simply the number of times you raise your hand in class, it includes:

- Arriving to class on time (lateness is a disruption and will lower your participation grade)
- Taking part in class discussion
- Asking questions regarding readings/assignments
- Contributing to group collaborations
- Completing all reading and writing by deadlines
- Using the full allotted time to devote to fast-writes

Refer to the Participation Grade Descriptors for more information.

**Late Work**

- Late or handwritten homework will not receive credit.
- Emailed assignments, unless we have discussed otherwise, are considered late.
- Late major projects are unacceptable will receive no written feedback from me.
- If you are absent from class on the due date of any assignment, contact me and we will decide whether an emailed assignment or an assignment turned in the next class period will be acceptable.

*Essentially: show up, participate, do your work on time. Simple as that!*

**Academic Conduct**

You must abide by the rules for academic conduct described in the Student Conduct Code. If you have any questions about when and how to avoid academic dishonesty, particularly plagiarism, please review the Conduct Code and talk with your instructor. The Council of Writing Program Administrators describes plagiarism as follows: “plagiarism occurs when a writer deliberately uses someone else’s language, ideas or other original (not common knowledge) material without acknowledging its source.” Academic honesty is highly valued in the University community and acts of plagiarism will not be tolerated.

**Students with Disabilities**
Qualified students with disabilities will receive appropriate accommodations in this course. Please speak with me privately after class. Please be prepared to provide a letter from your DSS Coordinator.

**Portfolio Grade Descriptors for WRIT 201**

A Superior portfolios will demonstrate initiative and rhetorical sophistication that go beyond the requirements. A portfolio at this level is composed of well-edited texts representing different writing situations and genres that consistently show a clear, connected sense of audience, purpose and development. The writer is able to analyze his or her own writing, reflect on it, and revise accordingly. The portfolio takes risks that work.

**B** Strong portfolios meet their rhetorical goals in terms of purpose, genre, and writing situation without need for further major revisions of purpose, evidence, audience, or style/mechanics. The writer is able to reflect on his or her own writing and make some choices about revision. The writer takes risks, although they may not all be successful.

**C** Consistent portfolios meet the basic requirements, yet the writing would benefit from further revisions of purpose, evidence, audience, or writing style/mechanics (or some combination) and a stronger understanding of rhetorical decision-making involved in different writing situations and genres. The writer composes across tasks at varying levels of success with some superficial revision. The writer has taken some risks in writing and exhibits some style.

**D** Weak portfolios do not fully meet the basic evaluative standards. Most texts are brief and underdeveloped. These texts show a composing process that is not yet elaborated or reflective of rhetorical understanding related to composing in different genres and for a range of writing situations. Texts generally require extensive revisions to purpose, development, audience, and/or style and mechanics.

**F** Unacceptable portfolios exhibit pervasive problems with purpose, development, audience, or style/mechanics that interfere with meaning and readers’ understanding. Unacceptable portfolios are often incomplete. A portfolio will also earn an F if it does not represent the writer’s original work.

**Participation Grade Descriptors for WRIT 201**

A Superior participation shows initiative and excellence in written and verbal work. The student helps to create more effective discussions and workshops through his/her verbal, electronic, and written contributions. Reading and writing assignments are always completed on time and with attention to detail. In workshop or conferences, suggestions to group members are tactful, thorough, specific, and often provide other student writers with a new perspective or insight.
**B** Strong participation demonstrates active engagement in written and verbal work. The student plays an active role in the classroom but does not always add new insight to the discussion at hand. Reading and writing assignments are always completed on time and with attention to detail. In workshop or conferences, suggestions to group members are tactful, specific, and helpful.

**C** Satisfactory participation demonstrates consistent, satisfactory written and verbal work. Overall, the student is prepared for class, completes assigned readings and writings, and contributes to small group workshops and large class discussions. Reading and writing assignments are completed on time. In workshop or conferences, suggestions to group members are tactful and prompt, but could benefit from more attentive reading and/or specific detail when giving comments.

**D** Weak participation demonstrates inconsistent written and verbal work. The student may be late to class, unprepared for class, and may contribute infrequently or unproductively to classroom discussions or small group workshops. Reading and writing assignments are not turned in or are insufficient. In workshops or conferences, suggestions to group members may be missing, disrespectful, or far too brief and general to be of help.

**F** Unacceptable participation shows ineffectual written and verbal work. The student may be excessively late to class, regularly unprepared, and not able to contribute to classroom discussions or small group workshops. This student may be disruptive in class. Reading and writing assignments are regularly not turned in or are insufficient. In workshops or conferences, the student has a pattern of missing, being completely unprepared, or being disruptive.