College Writing II—Art of the Essay
Section 80
Autumn 2015

Meeting Time and Place: 11:10-12:30, T, Th, Davidson Honors College 120
Instructor: Robert Stubblefield
Office: Corbin 339
Office hours: Tuesday 3:00-5:00 p.m., Wednesday, 3:00-5:00 p.m, Thursday 10-11:00 a.m. 
and by appointment.
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Course Description:
This class treats the essay as a thought-provoking genre to read and to write. We’ll
explore the range of this genre, from the traditional academic essay to personal essays to
essays that blur personal and academic writing. You’ll have the opportunity to explore
your relationships to people, place, and society. We will explore complex cultural, social,
and environmental issues in our world and the historical and contemporary role of the
essay to inform, inspire, and delight. This course will enable you to become a more
discerning and active reader and sharpen your ability to effectively communicate your
thoughts and ideas through drafting, editing, and revision of the essay form.

Required Texts:
2014.
A bound composition notebook for your journal and in-class entries
A two-pocket folder for your portfolio

Required Software: Adobe Reader.

WRIT 201 and the Writing Proficiency Requirement
WRIT 201 is an approved course in partial satisfaction of the Writing Proficiency
Requirement. WRIT 201 is designed to give students the opportunity to develop the
ability to write with clarity of thought and precision of language. The faculty of the
University of Montana-Missoula requires that all graduates of the University demonstrate
the following competencies in their writing:

- ability to communicate a unified message supported by evidence, examples, or arguments
- ability to develop ideas thoroughly and logically with clear connections among them
• ability to develop a purposeful organizational plan that befits the message
• ability to respond appropriately and effectively to new or given information
• ability to use language that is clear and precise
• ability to employ a voice that is consistent and appropriate to the audience and purpose
• ability to use correct spelling, punctuation, and grammar

Students in WRIT 201 will be given ample opportunity to develop and demonstrate these qualities and skills as they respond to the range of texts required for this course.

WRIT 201 Requirements
• Completion of assigned readings and responsible participation in class discussions, class projects, and peer review workshops
• A critical thinking journal
• Typed (500-750 word) text and document responses
• Three revised (1500-2000 word) essays
• A portfolio including your revised essays and selected class projects and written responses
• Electronic Readings: You will be required to sign on to UM Online and read related articles or essays to supplement your other course texts. Be prepared to print these readings to bring to class.

Grading
Your final grade in this class will be based on the quality of your participation in class discussion and special class projects, the quality of your reading responses, and the quality of your revised essays as presented in your portfolio. While I will be considering your work as a whole, your final portfolio will constitute the majority of your grade. Final grading will be weighted as follows:

Participation, Attendance, Special Projects, and Written Responses: 40%
Final Portfolio: 60%
Course Policies

- **Registration:** Students registered for this section of WRIT 201 who miss the first two class meetings are dropped from the roster and must withdraw from the course. After the second class meeting available openings will be filled from a waiting list using an add slip signed by the instructor.

- **Attendance and Participation:** You can learn the material covered in this course only by being present. Attendance and ACTIVE participation are required. Your final grade will be affected after two unexcused absences; a failing grade will be assigned after five unexcused absences. (An excused absence requires a pre-arranged scholastic or athletic commitment or bona fide and substantiated medical emergency.)

- **Deadlines:** All work is due in class on the assigned date.

- **Presentation:** Essays must be typed/printed. Make sure you include your name, the title and draft number, this class and section number, my name, and the date. Employ MLA formatting for all essays.

- **Revision:** Because true revision is an essential component of serious writing, you are encouraged to revise your essays at any time before submitting your portfolio at the end of the term. Please observe the Guidelines for Revision that I will give you.

- Please make hard copies of all your work and keep in a separate folder.

- The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as needed.

**Outcome Statement for College Writing II**

Below are the rhetorical knowledge, critical thinking, reading, research, writing processes, and knowledge of conventions students are expected to understand, use, and appreciate in order to write with a sense of civic and academic responsibility in Advanced Composition.

**Rhetorical Knowledge**

By the end of Advanced Composition, students should be able to do the following:

- Understand the relationship of rhetoric and writing to participation in academic and civic discourses
- Understand the art of argumentation and have the ability to join academic, disciplinary, and civic conversations as a writer and reader
- Write in multiple academic genres with an awareness of how genres shape and are shaped by reading and writing situations and disciplinary contexts
- Have a consciousness of and maintain fluency with rhetorical decision-making as an important part of composing texts

**Critical Thinking, Reading, Research, and Writing Processes**

By the end of Advanced Composition, students should be able to do the following:

- Practice argumentation as a means of critical thinking, or in other words, “ask pertinent questions, recognize and define problems, identify the arguments on all sides of an issue, search for and use relevant data, and arrive in the end at carefully reasoned judgments” (Derek Curtis Bok)
• Understand and use rhetorical reading, analysis, and criticism as a means of interpreting and composing texts
• Engage in information literacy as a means of invention, assessment, synthesis, and creative problem-solving
• Appreciate the challenges of living with diversity and communicating effectively across differences
• Use a variety of technologies to facilitate research, writing, communication, and document design
• Enact collaborative and social aspects of learning with ease

Knowledge of Conventions
By the end of Advanced Composition, students should be able to do the following:
• Understand the logic of genre conventions and documentation systems
• Understand style, including ornamentation, appropriateness, clarity, and correctness, as a rhetorical decision based on the interrelationships of readers, writers, and texts in specific genres and contexts

Grade Descriptors: To give you a sense of what constitutes an A, B, C, D, and F in this class, please refer to the following grade descriptors for participation and portfolios.

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.

Portfolio Grade Descriptors for WRIT 201

A Superior portfolios will demonstrate initiative and rhetorical sophistication that go beyond general expectations. 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.
Evaluation Criteria for Portfolios
The evaluation criteria your instructor will be discussing and applying with you throughout the semester reflect the Outcomes Statement for WRIT 201, a document which identifies the goals you should strive for as a student. The following questions are those your instructor will use to evaluate your submission portfolio.

1. How does the portfolio demonstrate engagement in inquiry as a means of learning? In particular, can the student use strategies like exploration, explanation, evaluation, and reflection as inter-related means of inquiry?

2. How does the portfolio demonstrate focus on a purpose appropriate to different writing situations, including different audiences?

3. How does the portfolio demonstrate writing in multiple genres with an awareness of how genres shape reading and writing?

4. How does the portfolio demonstrate use of specialized language from the discipline of composition to support learning?

5. How does the portfolio demonstrate a student’s understanding and engagement in the collaborative and social aspects of learning? Can the student give and receive feedback on written texts?

6. How does the portfolio demonstrate a student’s appreciation of the challenges of communicating effectively across differences?

7. How does the portfolio demonstrate a student’s development of a flexible writing process?

8. How does the portfolio demonstrate a student’s knowledge and use of research and reading as processes?

9. How does the portfolio demonstrate a student’s knowledge and use of a variety of technologies to facilitate research and writing?

10. How does the portfolio demonstrate a student’s knowledge and use of conventions for different genres, including documentation and control of features like punctuation, grammar, syntax, and spelling?

11. Does the student include required portfolio elements?
**Procedural Basics**

1. Complete all reading and writing assignments on time. Do not hand write homework assignments.

2. Use MLA formatting for all written assignments unless instructed otherwise. The following provides basic guidelines:
   - Provide a basic header in the upper left hand corner of page 1 including:
     - Your name
     - Course section and number
     - Instructor’s Name
     - Date
   - Double-space the text
   - Use one-inch margins
   - Use a standard 12-point font (like Times New Roman) or some equivalent
   - Number all pages in the upper right hand corner starting with page 2
   - Give assignments a title, centered just above the text and following the header
   - Include a works cited page as needed

3. Keep copies of all your work, as hard copy and on CD, disk, or memory stick.

4. Save everything in your working folder.

**Major Assignment Overview:**

Personal Essay: This essay will be a personal response to a topic/subject of your choice based primarily on memory/experience.

Topical/Community Essay: This essay will be a thoughtful, considered, and researched essay responding to an issue of current concern in our campus, local, regional, national, and/or global community.

Genre Essay: This essay will be a thoughtful, considered, and researched response to a subject of the writer’s choice within a sub-genre of the essay including, but not limited to examples such as cultural/societal commentary, sports writing, nature writing, and food writing.

In addition to the assigned class reading, students will be responsible for readings within their chosen sub-genres.
**Scholarship**
All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrase) must be properly documented. Students who plagiarize face serious consequences that may range from receiving a failing grade on a given assignment to failing the course. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/vpsa/policies/student_conduct.php

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

**Important Dates and Deadlines**
**Deadlines:** Consult this site for updated add/drop and registration information: http://www.umt.edu/registrar/students/dropadd.php

Thursday, November 26: Thanksgiving Break, No Class
Thursday, December 17: Final Meeting: 10:10-12:10