

Assignments & Grading

This course is designed to build on your previous knowledge (in most cases, as developed in English 101) by using *writing as a means of developing new knowledge*. We will use writing for a variety of purposes: inquiry, learning, critical thinking, communicating, and—most of all—reflecting on your own learning. In particular, you will develop strategies for shaping and pursuing your own lines of inquiry by conducting academic research on writing, rhetoric, and/or literacy.

Research shows that students benefit most from a combination of practice (lots of writing) and declarative knowledge about writing that is identified and reiterated explicitly through the use of key terms and concepts. Therefore, in addition to being asked to engage often in the writing process, you will also be asked to become aware of and reflect on the choices you make as you write to encourage the development of metadiscourses that will help you talk about—and thus discover for yourself—what writing is and what it does.

You will be asked to “think with, write with, and reflect with: the following key terms reiteratively throughout the semester (Yancey, Robertson, Taczak 5):

inquiry reflection revision discourse community genre
rhetorical situation audience context purpose

You will encounter these terms in our course readings and will be asked to apply and demonstrate your knowledge of these key terms as you develop your own definitions and understandings of what the terms mean, and how they form the basis of your evolving theory of writing. You will be asked to test out these concepts by observing and analyzing the moves the authors make in their research writing and explore these key terms in “artifact” readings. You will also be asked to write reflections based on your observation and insights about what is happening in the conceptual readings and artifacts.

Coursework will unfold in the following ways:

daily assignments (numbered #1 - 10+) 25 points each, 1pg minimum, single-spaced; Daily assignments are for your benefit and will not receive written feedback from the instructor. You will earn credit for these assignments if you 1) have hard copies of your glossed texts and written responses in class when they are due, and 2) if you join the conversation and share your responses, thoughts, questions, comments, connections in our class discussion. Notes regarding your class participation are logged daily.

reflections 50 points each (5 minimum) usually 1-2 single-spaced pages each, 10+ single-spaced pages for the semester. Reflective writing in this course will ask you to do more than simply evaluate your writing. You will be asked to describe and defend your evolving theory of writing, while thinking, writing, and reflecting with the key terms. This type of reflection encourages you to explore, account for, articulate, and explain your understanding of writing knowledge and practices while you are engaged in the process.

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performance projects (3-4, 100 pts each), including the development of a scholarly argument based on a genuine inquiry related to the aspects of writing, rhetoric, or literacy you find most interesting. This performance project will be developed over a five stage process (tba) in which smaller assignments prepare you for your work with primary and secondary sources and the overall development of your argument. In total you will develop 8-13 audience ready, polished, single-spaced pages (not including drafts) for the semester.

Class participation (25 points x 40 classes= 1000 potential points) In a seminar course such as this, you earn points for class participation by being present and on time, having your completed assignments and materials (hard copies), and contributing actively to our discussion and activities. Absences, lateness, lack of preparation and/or engagement, and disruptive behavior detract from your class participation, and therefore overall grade. Reminder: Notes regarding your presence, preparation, and class participation are logged daily.

Our wiki is a 24 hour a day resource that will provide most of what you need to begin your work. Please commit to checking it daily. Our wiki also connects you with three other classes of students who are working the same sequence—a larger writing community. Please feel free to reach out to all on the wiki for feedback, ideas, and collaboration.