**Oakland University**

**College of Arts and Sciences**

**Department of Writing and Rhetoric**

**WRT 1060, Composition II, 4 credits**

**Winter, 2019, 11738**

**Instructor: John Freeman** **Class Time:** **MWF 1:20-2:27 MSC 102**

**Office Address:** **166 Dodge Hall** **Office Phone: (248) 370-2746**

**e-Mail Address:** **freeman2@oakland.edu** **Office Hours: TR 12:30-2:30**

**Course (Catalog) Description:**

Methods of research and writing including the use of rhetorical strategies and synthesis of scholarly sources to create academic arguments. Emphasizes processes of writing and revision with a focus on information literacy, critical thinking, and effective communication in diverse rhetorical contexts.

*A grade of C or higher must be achieved to satisfy the university general education requirement in the writing knowledge foundation area.*

**This class satisfies General Education requirements for *Writing Knowledge Foundations.***

**Course Prerequisite:** WRT 1050 with a grade of C or higher, or placement.

**General Education Learning Outcomes:**

The writing knowledge foundation area prepares students to demonstrate:

* knowledge of the elements, writing processes and organizing strategies for creating analytical and expository prose
* effective rhetorical strategies appropriate to the topic, audience, context and purpose

**University Learning Outcomes (ULOs):**

* effective communication
* critical thinking
* information literacy

**Specific Course Learning Outcomes:**

The student will:

* make connections with the broader community through activities related to civic and community engagement on and/or off campus
* demonstrate familiarity with basic rhetorical, ethical, and methodological conventions of academic disciplines (such as humanities, sciences, social sciences) to prepare them for further study in their chosen discipline
* demonstrate the ability to locate and analyze scholarly sources critically and synthesize them to produce various academic genres which include print, visual, digital, or oral elements

**Course Objectives:**

In addition to reinforcing the outcomes from WRT 1050, WRT 1060 will instill in students a basic understanding of:

* primary research methods (quantitative and qualitative) appropriate for academic scholarship
* secondary research strategies for locating and evaluating sources both through library databases and through external online databases appropriate for academic scholarship
* ethical considerations in academic scholarship, including responsibility to human subjects, non-biased use of language, fair and accurate use of sources, appropriate documentation, and larger rhetorical purposes of civic engagement
* stylistic conventions for integrating secondary and primary research to arrive at new knowledge in academic disciplines, including familiarity with APA format

**Required Text(s) and Supporting Course Material:**

***Grizz Writes: A Guide to First-Year Writing at Oakland University***

***Everything’s An Argument, 7th Edition***

**Course Procedures**:

For the first two weeks, this course will meet MWF in person. For the rest of the semester, this course will meet in-person twice a week with one additional online class period. The online class will generally take the form of an interactive forum where students generate original texts both alphabetical and multi-modal and comment on each others’ work. These activities will be completed prior to each Monday’s class meeting. Many of our online sessions will be collaborative in nature. Our in-person meetings will be spent on introductions of main assignments, in-class work on those assignments, as well as peer review sessions dedicated to reading and responding to fellow students’ writing. We’ll try to treat the classroom space as an interactive workshop and less like a traditional top-down lecture. This will require active participation on your part during both the in-person meetings and the weekly forums. Prior to each reading discussion, we’ll often either do a collaborative writing activity based upon the reading or an individual free write in response to the reading; this way when it comes time for discussion, you’ll lead the discussion as opposed to inactively listening to me lecture.

**OU Excused Absence Policy and Department Attendance Policy:**

All WRT classes adhere to the OU Excused Absence Policy for OU events and activities. Link to policy: <https://www.oakland.edu/provost/policies-and-procedures/>

**Attendance Policy:**

For absences not covered by the university policy, the Department of Writing and Rhetoric permits students to be absent from this course for **three** class sessions without penalty. This includes absences due to illness, car trouble, or schedule conflict. Participation for an online class session counts as class attendance.

For each absence beyond three, your final course grade will be lowered by 0.1 points on the 4.0 scale. Students who miss ten class sessions or more (over three combined weeks) will receive a final grade of 0.0 (F).

**Academic Conduct Policy:** Cheating on assignments and examinations; plagiarizing the work of others; cheating on lab reports; falsifying records; unauthorized collaboration on assignments; and the resubmission of original work are considered serious breaches of academic conduct. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See *Student Code of Conduct:* <https://www.oakland.edu/deanofstudents/policies/>

**Peer Review and Sharing Your Work**: The grades you earn in your Writing and Rhetoric classes are confidential. However, the texts you produce in our classes may be shared with your classmates as a part of our regular peer review process. Our classes will prepare you to meet the needs of a variety of readers in college and beyond, and to do so, we provide ample opportunity for your compositions to be read and responded to by classmates and by the course instructor. You should, therefore, always assume that the work you compose in our classes is public, not private.

**Preferred Name/Pronoun:** If you do not identify with the name that is listed with the registrar, please notify me so that I may appropriately amend my records. In addition, if you prefer to go by a different pronoun, please inform me.

**Grade Determination:** Grades for all assignments will be based upon OU’s letter scale.

Project 1—Advocacy Ad—Due week 4 10%

Project 2—Problem/Solution Essay—Due week 6 20%

Project 3—Profile of Online Community—Due week 10 10%

Final Project with Reflective Essay—Due week 15 20%

Moodle posts/Participation/Peer Review 20%

Final Portfolio—Due April 21st 20%

**Please note that even though rough drafts of major assignments are not directly factored into my grading scale, students failing to turn them in on the assigned dates will receive no credit for the final draft. Also, please bring two hard copies of essays on rough draft days.**

**Students wishing to revise a final draft with a grade lower than a C may do so only by scheduling a conference with me. Final drafts with grades of C or higher cannot be revised.**

**Late submission of work will not be tolerated!**

**Grading Scale:** As of Fall 2018, Oakland University uses a letter grade scale (previously a 4-point scale).

## **Oakland University Grading Scale**

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| --- | --- |
| Scale as of Fall 2018 | Old Scale |
| A | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D | 1.0 |
| F | 0.0 |

* ***A range***: Comprehensive mastery of all objectives and required content, critical and higher level thinking, original and creative work, sound use and development of writing abilities
* ***B range***: Competent, thorough coverage of basic content and concepts, adequate use and development of writing abilities
* ***C range***: Slightly below average work, has met minimum basic requirements but with difficulty
* ***D range***: Has not met many requirements of assignments/course, has significant difficulties in many areas
* ***F***: Has not completed most requirements and has not officially withdrawn from course before drop date

**Faculty Feedback (Midterm Progress):**

Students in all 1000-level and 2000-level WRT courses may receive “Faculty Feedback” through SAIL if professors identify areas of concern that could lead to failing the class. Faculty Feedback typically occurs during weeks 2–5 of the semester, but may also be given later in the term, ideally before the official withdrawal date. If Faculty Feedback is given, students will receive an e-mail message through the OU system documenting the issue(s) their instructor identified and suggesting possible resources for help with or study strategies approaches for addressing those issues.

**Add/Drops:** The University add/drop policy will be explicitly followed. It is the student’s responsibility to be aware of the University deadline dates for dropping this course.

**Accommodations:** Students with disabilities who may require reasonable accommodations should make an appointment with OU’s Disability Support Services office by calling (248) 370-3266 or TTY: (248) 370-3268; faxing (248) 370-4989; or e-mailing [dss@oakland.edu](mailto:dss@oakland.edu). The DSS provides Faculty Notification Letters detailing approved services. Students are responsible for delivering these letters to their professors and are encouraged to discuss specific arrangements for reasonable accommodations with their professors. Please see the DSS website at [www.oakland.edu/dss](http://www.oakland.edu/dss) for more information.

**Writing Center:** The Oakland University Writing Center is open to OU students, faculty, and staff in all disciplines at any stage of the writing process. The center provides writers with an interested and supportive audience of well-trained consultants who help both novices and experts develop ideas and revise drafts into polished products. Students in WRT classes are strongly encouraged to visit the Writing Center.

**WRT 1000, Supervised Study:** At the beginning of the semester your course instructor will ask you to provide a writing sample, which s/he will use to determine if you would benefit from enrolling in WRT 1000, Supervised Study.But you do not need a referral from a WRT instructor to enroll in this elective class: any student who wants additional help with his/her writing in any of our introductory writing courses or in any of the university’s writing-intensive courses may elect to enroll in WRT 1000. This 1-2 credit course provides students with one-on-one tutorial instruction from a WRT faculty member based on the areas of writing the student wishes to work on.

The class schedule, below, indicates class dates, major paper/project due dates, exam dates (if relevant), specific topical material to be covered, and reading/homework assignments. The instructor reserves the right to make minor adjustments to this schedule.

**Class Schedule**

**January 4th—**Introductory exercise. Go over syllabus.

*Assignment:* Purchase books.

**January 7th—**In-class diagnostic essay.

*Assignment:* Read Chapter 12 in *Grizz Writes.*

**January 9th—**Pass back diagnostic essays. Go over common issues. Discuss reading.

*Assignment:* Read Chapter 18 in *Grizz Writes.*

**January 11th--**Discuss reading. Discuss sample advocacy ads. Introduce project #1.

*Assignment:* Bring sample ad to next class. Read pp. 1-27 in *Everything’s An Argument* (to be referred to as *EA* for the remainder of this document).

**January 14th—**Moodle discussion of reading/ work on project 1.

*Assignment:* Read pp. 71-86 in *EA.* Bring image work for advocacy ad to next class.

**January 16th—**Peer review. In-class writing.

**January 18th—**Online Session

**January 21st—No Class. Happy Martin Luther King Jr. Day!**

**January 23rd—**Discuss reading. Peer review. In-class work on project 1.

*Assignment:* Read Chapter 7 in *Grizz Writes.* Bring two copies of advocacy ad to next class

**January 25th—**Online session

**January 28th—**Discuss reading. Peer review advocacy ads.

*Assignment:* Read chapter 15 in *GW.*

**January 30th—**Discuss reading. In-class writing. Group work.

*Assignment:* Turn final draft of advocacy ad in to Moodle before Monday’s class.

**February 1st—**Online Session

**February 4th—**Watch short video/discussion. Introduce project 2. In-class topic formulation and writing.

*Assignment:* read chapter 13 in *GW.* Bring one source to next class.

**February 6th—**Discuss reading. Peer review sources. Annotation exercise.

*Assignment:* Bring rough draft of project 2 to next class.

**February 8th—**Online Session

**February 11th--** Peer review. In-class writing.

**February 13th—**Pass back drafts of project 2. Revision exercise.

*Assignment:* Read pp.51-69 in *EA*.

**February 15th—**Online Session

**February 16th-24th No Class/Winter Recess**

**February 25th--** Discuss reading. In-class writing.

*Assignment:* Bring page 1 of project 3 to next class.

**February 27th--** Peer review exercise. In-class writing.

*Assignment:* Turn in final draft of project 2 by class meeting on March 4th.

**March 1st—**Online Session

**March 4th—**Introduce annotated bibliography. In-class writing.

**March 6th—**Begin watching *13th*

**March 8th—**Online Session

**March 11th—**Finish watching *13th*

*Assignment:* Turn annotated bibliography in to Moodle before next class.

**March 13th—**Discuss film. Introduce final project.

**March 15th—**Online Session

**March 18th—**Discuss reading. Peer review topics. In-class research exercise.

*Assignment:* Read chapter 14 in *GW.*

**March 20th—**Peer review sources. Discuss reading. Synthesis exercise.

*Assignment:* Bring abstract of final project to next class.

**March 22nd—**Online Session

**March 25th—**Peer review abstracts. In-class writing.

*Assignment:* Bring 2 pages of final project to next class.

**March 27th—**Peer review. In-class writing.

*Assignment:* Bring rough draft of final project to next class.

**March 29th —**Online Session

**April 1st—**Peer review final projects.

**April 3rd—**Revisit portfolio requirements. Sign up for conferencing.

**April 5th—**Online Session

**April 8th—Conferencing**

**April 10th—Conferencing**

**April 15th—**Course Evaluations. Wrap-up

**Final Portfolios Due Friday, April 19th at noon. No exceptions!**