

Writing and Critical Reasoning

Fall 2015 | MW 2:00—3:20 | GFS 202



EDUCATION & INTELLECTUAL *Development*

so... what's this class all **ABOUT?**

The picture above is of Elizabeth Eckford outside of Arkansas' Little Rock Central High School on September 4, 1957. Surrounding her are white men and women threatening to lynch her. Even after the outcome of *Brown v. Board of Education* (1954) rendered state-sanctioned segregation in public schools unconstitutional, a white majority continued to deny African Americans access to an equal education, oftentimes in disturbingly violent ways.

We see three “rhetorical situations” here: 1) the original event; 2) the photograph of the event; and 3) the photograph used as a framework for this syllabus. Each has a different rhetor, medium, issue, and audience, which are the four key concepts of this class. We will learn how they relate to writing, and with “education & intellectual development” as a guiding theme, we’ll learn how to use writing to create and respond to rhetorical situations that shape contemporary perspectives on life as it was, as it is, and as it could be.

...what **BOOKS** do I need?

• *They Say, I Say*

by Gerald Graff and Cathy Birkenstein (3rd edition, 2014)

Not available at USC Bookstore — available on Amazon as paperback, audiobook, or Kindle book

****You are free to read/listen to the books in any format, but you must use the editions listed above.****

Instructor: Edward J. Kozaczka

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Skype: writingskills

Office Hours: MW 1-2 and by appt. | LiteraTea

spiderscribe Page: <http://writing150.spiderscribe.net>

Course FB Page: <http://www.facebook.com/writing150>

nuts-N-BOLTS; or, the Requirements

- Participation (5%)

Finish all of your assignments on time, maintain an active and dynamic Facebook presence, speak to everyone in the class with respect, and consistently show initiative. This is a workshop seminar, so I also expect you to be in every class—on time and fully prepared.

- Ancillary Assignments (15%)

Short, informal assignments that will guide you through the writing process in each unit. Always bring hard copies to class, even if you are also asked to post the assignment online.

- Essay #1 (10%)

Personal credo in response to an education-related issue of your choice (~1200 words)

- Essay #2 (15%)

A Rogerian-style essay that considers that same issue from multiple perspectives, focusing on what these opposing positions have in common (~1500 words)

- Essay #3 (20%)

An essay on the same or closely-related issue, written with a specific online venue and genre in mind (~1700 words)

- Essay #4 & Portfolio (35%)

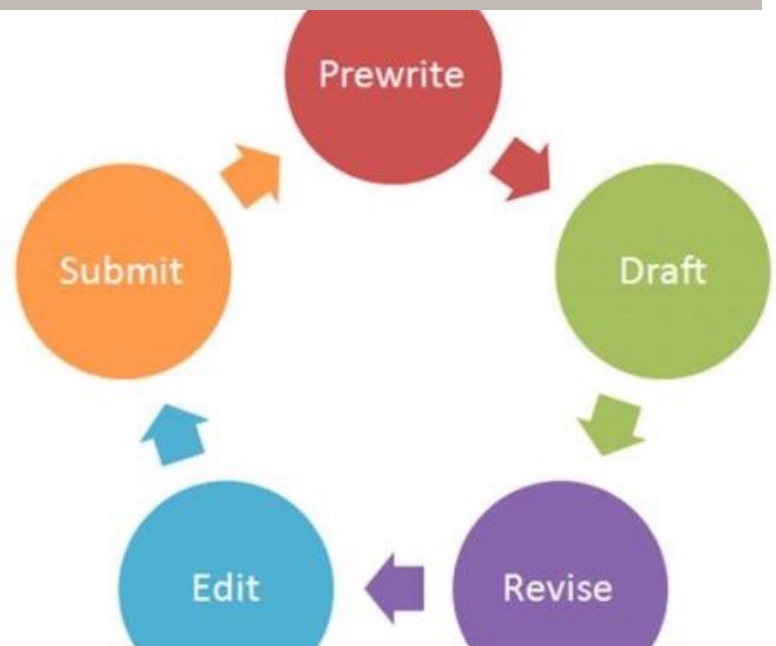
Essay 4, which will be a solution proposal, + written reflection + all related ancillary assignments. Bind all of these documents together using a clip—not a staple. To be eligible for portfolio submission you must turn in all essay assignments on time throughout the semester and they must meet the minimum requirements. You must also have an overall passing grade in the class the week before portfolios are due.



what am I going
to **LEARN?**

BY THE END OF THE COURSE YOU SHOULD
UNDERSTAND HOW TO:

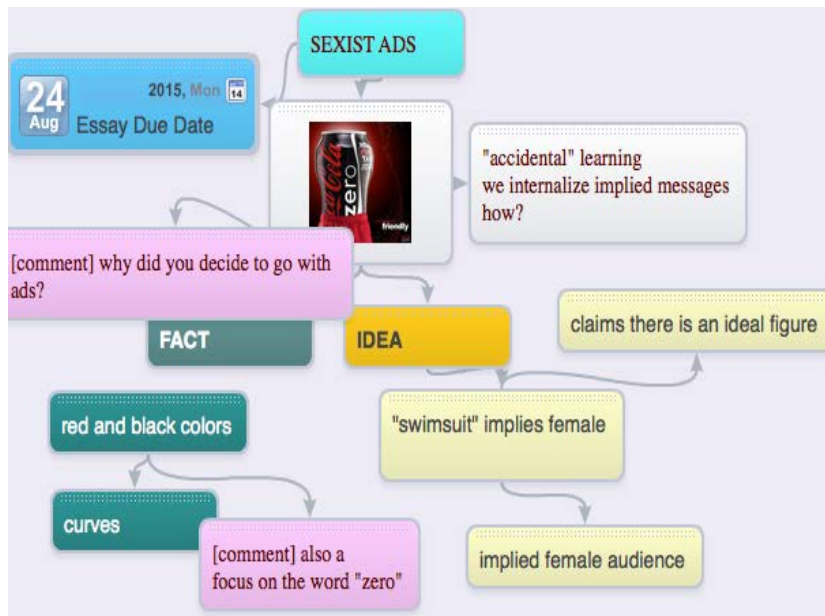
- **SELECT** viable and appropriate essays topics by distinguishing them from commonplace issues
- **ADJUST** the content and form of your writing to accommodate a reader's needs, without compromising the integrity of your point of view
- **EXPLAIN** what constitutes a "rhetorical situation"
- **IDENTIFY** and use conventions appropriate to various genres and rhetorical situations
- **USE** writing to facilitate inquiry, personal learning, creativity, independent thinking, and compelling communication
- **INTEGRATE** your ideas with outside sources
- **INTERROGATE** assumptions that underlie personal, social, and cultural beliefs
- **DEVELOP** and apply versatile strategies for generating, revising, editing, and proofreading texts
- **VALUE** and benefit from the collaborative aspects of writing, without ignoring personal responsibility
- **DISCERN** your own writing style while trying out others
- **RECOGNIZE** common formats for different kinds of texts
- **DOCUMENT** your work correctly and in the right instances
- **REALIZE** the importance of grammar and mechanics



“Meaning is not what you start with, but what you end up with” — Peter Elbow

spiderscribe.net

We will brainstorm individually and collaboratively in the cloud using the online mind mapping tools offered by spiderscribe. I will e-mail you an invitation to join our online group at the beginning of the semester. Once you're a group member you can use the site to create individual mind maps, set up collaborative brainstorming, and share your work with the class. The URL is <http://writing150.spiderscribe.net>



You will have an opportunity to formally evaluate the course at the end of the semester. But what good is that going to do you? It'll be too late to change anything then!

Enter **Suggestion Box**. This is a place where you can submit feedback at any point in the semester. Are we moving too quickly through material? Do you wish we would have spent another day or two on a topic? Have a suggestion for how to improve a lesson? Here's where to go: <http://www.suggestionox.com/response/BI2Urh>

Your suggestions are 100% anonymous and I check the box once a week.

Course Policies

E-mail

Check your e-mail daily and just before coming to class. If you send me a message, give me 24 hours to respond. I will not read rough drafts outside of our designated conference times, and I only open .doc/.docx/.pdf attachments.

Facebook

Check the course FB page daily, and aim to contribute more than you're required to. If you post a link, photo, or video then you should also provide text to supply the post with some context. Use the page meaningfully—run an idea past the class, offer thoughtful feedback to others, or spend some time brainstorming visually and with text. Our FB page is at <http://www.facebook.com/writing150>

Essay Submission

Submit all of your essays by e-mail (as .doc or .docx attachments): edward.kozaczka@gmail.com

Plagiarism

A word on plagiarism: don't. You will fail the assignment *and* the class, and your case will be reviewed by a university committee to determine whether you will be allowed to continue registering for classes at the university. Please consult *Trojan Integrity* for additional information: <http://www.usc.edu/student-affairs/SJACS/forms/tig.pdf>

CONFERENCES

We will have four sets of paper conferences this semester to ensure that we spend time collaborating on your writing one-on-one. During these meetings, we will troubleshoot potential problems in your essays and discuss your arguments in detail. At the end of each conference, I will provide you with a list of two or three revision tasks that you will complete individually. Typically, these tasks

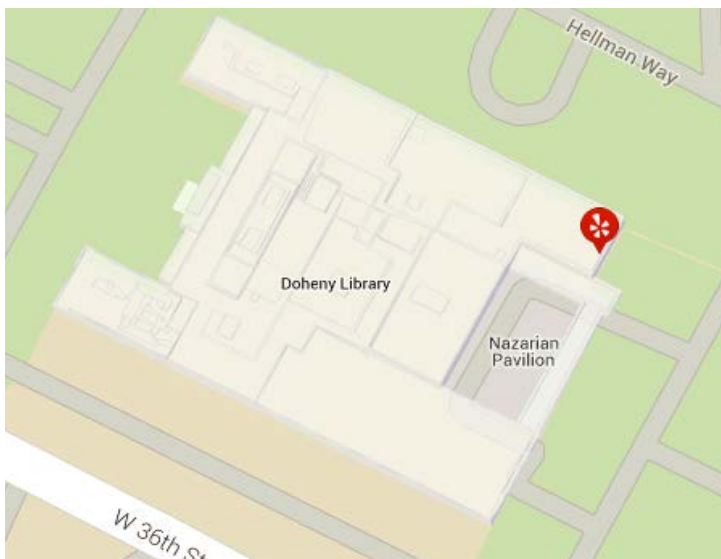
consist of revising the errors that we couldn't get to in our 20-minute conference. You will sign up for a conference day/time during the first week of class—select carefully, because this will be your permanent time slot for the rest of the semester. Always bring two hard copies of written work with you so that we have something concrete to discuss.

Conference Schedule

At-a-Glance

ESSAY #	MONDAYS	WEDNESDAYS
1	9/7	9/9
2	10/12	10/14
3	11/9	11/11
4	11/23	XX

Conferences and office hours will be held outside of LiteraTea in the Nazarian Pavilion. I'll be sitting at a table outside—just look around in the pavilion and you will find me.



cOnFeReNcE CHECKLIST

BEFORE

- ☒ Prepare a written list of objectives for the conference, beginning each objective with the phrase, "By the end of the conference, I will better understand how to: ..." Prioritize your objectives, listing the most important ones first.
- ☒ Print two hard copies of your objectives and all of the writing materials that you want to review with me.

DURING

- ☒ Give me one set of your hard copies.
- ☒ Walk me through your objectives without referring to your written list. You should know what you want to accomplish, and you should be able to articulate these goals verbally without referring to any notes.
- ☒ If you brought a rough draft of an essay with you then be prepared to read it aloud. Have a pen or pencil in hand so that you can mark errors or things you might want to change.
- ☒ Takes note while we come up with a revision plan for the essay.

AFTER

- ☒ Use our revision plan and the marks you made on the essay while reading to revise before final submission.

RESOURCES

The Writing Center

The USC Writing Center is *the* place to be. Located on the 2nd floor of Taper, the Center offers writing workshops and half-hour, one-on-one appointments with trained consultants who can help you at any stage of the writing process. Understand, however, that this is not a proofreading service: consultants won't just fix errors, nor will they read an entire essay to give you feedback or tell you what's "wrong." Just like you do for our conferences, you should arrive with specific issues that you would like to address, and you should be prepared to read sections of the paper aloud. To make an appointment, call 213-740-3691.



Students with Disabilities

Any student requesting accommodations based on a disability or other medical condition should register with DSP each semester. DSP can provide you with a verification letter, which you should deliver to me as soon as possible. DSP is located in Room 115 of Verna & Peter Dauterive Hall, and their phone number is 213-740-0776.

TrojansAlert

Do this now. Register for Trojans Alert at <https://trojansalert.usc.edu>

While you're at it, program the USC Emergency number into your phone: 213-740-4321.

You should do this for yourself, of course, but it's also important to have this information readily available in case there is an emergency situation in the classroom. This only takes a moment—be prepared.

Circle of 6 is an app that connects you with six people you trust and can rely on in an emergency situation. With a click of a button you can send a message and your location to a friend so they can find you and get you out of there! You can also ping emergency services. I'd like all of you to download this app—it's free, and you never know when it'll come in handy.

TITLE IX

"NO PERSON IN THE UNITED STATES SHALL, ON THE BASIS OF SEX, BE EXCLUDED FROM PARTICIPATION IN, BE DENIED THE BENEFITS OF, OR BE SUBJECTED TO DISCRIMINATION UNDER ANY EDUCATION PROGRAM OR ACTIVITY RECEIVING FEDERAL FINANCIAL ASSISTANCE."

Our Title IX Coordinator is Jody Shipper from the Office of Equity and Diversity. Title IX is a law, and it protects *all* students who attend schools that receive federal funding (and USC does) from sex-based discrimination. In addition to the Clery Act, the law also requires federally-funded schools to appropriately handle and report sexual assault cases.



Course Schedule

UNIT I

YOU'RE SUCH A QUEEN! THE ADVENTURES OF THE *flaming* PEN;
OR, how boas can change the world

Week	Day	Date	We Will Learn How To...	Materials	Reading/ Viewing Assignments Due	Ancillary Assignments Due	Essays Due
1	Mon	8/24					
	Wed	8/26	<p>Describe functions of writing (beyond torture)</p> <p>Express learning expectations to different audiences and in ways that ask them to hear, not just listen to, what we have to say</p> <p>Treat personal experience as valid support in formulating proposals for change</p>	<p>Always bring notebooks and writing utensils</p> <p>Laptops</p>	Syllabus	<p>Accept spider scribe invitation</p> <p>Add me on Skype: writingskills</p> <p>Accept invitation to view "Writing 150" calendar</p>	
2	Mon	8/31	<p>Identify implied readers and expectations in writing prompts</p> <p>Assess effectiveness of a set of rhetorical moves</p> <p>Use these moves to express personal views in academic discourse—without compromising flava'</p>	1 hard copy of assignment sheet and each of the BB readings	<p>Essay 1 Assignment Sheet</p> <p>3 readings posted on BB</p>	<p>Explore Blackboard</p> <p>FB Post: two unit goals and a SCUM rant (~200 words)</p> <p>Sign up for a conference day/time via e-mail</p>	
	Wed	9/2	<p>Use spiderscribe to mind-map for invention and organization</p> <p>Distinguish between formulaic and analytic transitions and topic sentences</p> <p>Formulate clear and reasonable objectives for workshops and conferences</p>	<p>Laptops</p> <p>1 hard copy of credo outline</p>	<p>RuPaul clips that are posted on BB</p>	<p>FB Post: describe and assess the effectiveness of rhetorical moves you notice in RuPaul clips</p> <p>Sketch a preliminary outline for credo</p>	

Week	Day	Date	We Will Learn How To...	Materials	Reading Assignments Due	Ancillary Assignments Due	Essays Due
3	Mon	9/7	<p>Write seductively effective intro paragraphs</p> <p>Offer verbal feedback on writing that is critical and useful</p> <p>Engage and apply verbal feedback on writing</p>	<p>3 hard copies of the first two pages of credo</p> <p>2 hard copies of conference objectives</p>	Intro samples that are posted on BB	<p>Write and print conference objectives</p> <p>Use spiderscribe in any way that's useful and share map with me</p> <p>Write draft of credo (~650 words)</p>	
	Wed	9/9	Class Canceled for Conferences				
4	Mon	9/14	<p>Stop, Chop, Pluck, and Poll: writing for the Twitter Critters</p> <p>Manipulate syntax with purpose</p> <p>Prepare writing for oral delivery</p> <p>Use the various benefits of reading written work aloud</p>	3 hard copies of credo draft	<p>Read, in full, Edward Everett's Nov. 19, 1863 speech</p> <p>Read Abraham Lincoln's Gettysburg Address</p>	Write full draft of credo (1100-1300 words)	
	Wed	9/16	<p>Reflect verbally on writing process, and decide what to adjust</p> <p>Fairly assess personal unit goals</p> <p>View writing as a social performance</p>	1 hard copy of final credo	Practice reading credo aloud	<p>Revise and submit credo</p> <p>Prepare your live <i>Credo Performance</i></p> <p><i>boas = extra credit...</i></p>	Essay 1

SOURCE, SUMMARY, AND *sprezzatura*

Week	Day	Date	We Will Learn How To...	Materials	Reading Assignments Due	Ancillary Assignments Due	Essays Due
5	Mon	9/21	Adopt “project” mentality Use “proposal” language—in appropriate contexts and to achieve certain outcomes Perform a critical close reading of a text to initiate using fact/idea lists	Hard copies of readings and list of rhetorical devices from BB	Essay 2 Assignment Sheet 2 articles posted on BB List of rhetorical devices	E-mail unit learning reflection (~350 words) and 2 goals for new unit	
	Wed	9/23	Use digital resources to enrich close readings and refine initial ideas Assess various functions of close reading—personal, social, political, cultural	Laptops	<i>They Say, I Say</i> “Introduction” and Chapter 1: “They Say” 2 articles that are posted on Blackboard	FB Post: preliminary project proposal (~150 words) Perform a close reading of any text you want—do this on spiderscribe using the fact/idea model and then share map with me	
6	Mon	9/28	Apply strategies from readings to by writing responsible summaries of our own work— and with authoritative <i>pizzazz</i> Replace common or helping verbs with action verbs	3 hard copies of proposal	<i>They Say, I Say</i> Chapter 2: “Her Point Is...,” Ch. 3: “As He Himself Puts It...,” Ch. 4: “Yes/No/Okay, But,” and Ch. 5: “And Yet”	Close read two texts of your choice (that are related to your project) using two different digital resources. E-mail me your discoveries. Write revised proposal (~200 words)	
	Wed	9/30	Explain what constitutes a scholarly source Find scholarly sources through the USC Library website	Laptops	Read the document on BB that outlines different types of sources	Write and submit a summary of one of the sources you close read for Monday’s class	

Week	Day	Date	We Will Learn How To...	Materials	Reading Assignments Due	Ancillary Assignments Due	Essays Due
7	Mon	10/5	<p>Identify the most important segments of source material</p> <p>Reconcile sources that advance opposing views</p> <p>Structure sentences and paragraphs using the they say/I say model</p>	1 hard copy of each of your scholarly sources	<p><i>They Say, I Say</i> Ch. 8: "As a Result," Ch. 9: "Ain't So/Is Not," Ch. 10: "But Don't Get Me Wrong," and Ch. 11: "He Says Contends"</p>	<p>Library Scavenger Hunt!</p> <p>Find, read, and print 2 scholarly sources that offer opposing views on your issue</p> <p>E-mail me a copy of the two scholarly sources, along with a brief justification for your selections (~200 words)</p>	
	Wed	10/7	<p>Render key points visually usually digital resources</p> <p>Use this visual mapping to decide how to use emphasis for different effects</p> <p>Manipulate rhetorical devices for emphasis and to build an arc in sentences, paragraphs, and essays as a whole</p>	<p>Laptops</p> <p>1 hard copy of essay paragraph</p>	Read sample essays that are posted on BB	<p>Write one paragraph of your essay using the they say/I say model</p> <p>FB Post: a sentence that names the most important point you want to make in your essay</p>	
8	Mon	10/12	<p>Summarize arguments and highlight key points in the form of an abstract</p> <p>Title work appropriate and in a way that will resonate</p> <p>Determine when to use/avoid passive voice</p>	<p>3 hard copies of draft</p> <p>1 hard copy of each abstract</p>	Read sample abstracts that are posted on BB	<p>Write and print conference objectives</p> <p>Write draft of essay (~1300 words)</p>	
	Wed	10/14	Class Canceled for Conferences				

just click your heels three times...

WRITING SOMEWHERE OVER THE RAINBOW

Week	Day	Date	We Will Learn How To...	Materials	Reading Assignments Due	Ancillary Assignments Due	Essays Due
9	Mon	10/19	Online Collaboration: Brainstorming in the Cloud & Venue Shopping		Essay 3 Assignment Sheet	E-mail me unit learning reflection (~350 words) and 2 goals for new unit	Essay 2
	Wed	10/21	Use close reading skills from last unit to discern a venue's expectations for style and content Reconcile scholarly need and personal investment	Laptops Hard copies of BB articles	3 articles (representing 3 different genres) that are posted on BB	FB Post: statement about what venue you might want to write for —where did the net-storming take you? What's compelling you to write for this venue?	
10	Mon	10/26	Intentionally negotiate pathos after a critical consideration of landscape, audience, the 4 scholarly sources, and the nature of the issue Consider ethical implications of manipulating readers this way	3 hard copies of one of your four sources and 1 hard copy of the BB article	1 article that is posted on BB	Find, read, and print 4 scholarly sources related to your issue FB Post: preliminary argument, in light of what you read, that names the venue and genre you will be writing for and that reconciles scholarly need and personal investment	
	Wed	10/28	Find major academic players of an issue and identify how they establish credibility with readers (<i>ethos</i>) Do the same with non-academic players and in sources that are not scholarly	Laptops 1 hard copy of BB article	1 article that is posted on BB	Use spiderscribe to create a plan for how you will appeal to your readers' emotions and then send me the map FB Post: share a link to an op-ed that effectively appeals to readers' emotions	

Week	Day	Date	We Will Learn How To...	Materials	Reading Assignments Due	Ancillary Assignments Due	Essays Due
11	Mon	11/2	<p>Experiment with various non-analytic kinds of transitions</p> <p>Weigh costs against benefits of using hybrid organizational models</p> <p>Consider how academic modes of organization might be effective/less effective for writing on the web</p>	<p>3 hard copies of outline</p> <p>1 hard copy of list of sources & rationales</p> <p>1 hard copy of “repetition” rhetorical devices</p>	<p>Continue reading relevant sources, especially popular ones that you might want to use in the essay</p> <p>Read and print the list of “repetition” rhetorical devices that is posted on BB</p>	<p>After more independent research, list all of the sources (scholarly and popular) you intend to use and identify the primary function of each source. E-mail me this list</p> <p>Write and print a detailed outline. Remember to go back to the venue to note dominant styles of organization</p>	
	Wed	11/4	<p>Decide when to <i>presuppose</i> and when to <i>assert</i> when writing for a mixed (academic and non-academic) audience online</p> <p>Switch between apposition and definition, depending on rhetorical context</p>	<p>3 hard copies of first segment of essay</p>	<p>Read 2 blogs that are posted on BB</p>	<p>Write and print first segment of essay (~450 words)</p>	
12	Mon	11/9	<p>Title an essay appropriately and in ways that will resonate; also, how and when to use subtitles for thematic, stylistic, and organizational purposes</p>	<p>3 hard copies of essay</p>	<p>List of sample titles and subtitles that are posted on BB</p>	<p>Write and print last segment of essay (~1350 words) This should be a <i>polished</i> draft</p>	
	Wed	11/11	<p>Class Canceled for Conferences November 13th—Last Day to Withdraw</p>				

UNIT IV

A Lesson from *Zinjanthropus Boisei*:

“THE NAME’S FRED”

... OR, WHY “MORE EDUCATION” IS
NEVER THE SOLUTION

Week	Day	Date	We Will Learn How To...	Materials	Reading Assignments Due	Ancillary Assignments Due	Essays Due
13	Mon	11/16	Reconcile personal interests/ commitments with current issues that have immediate relevance and importance Settle on a style ahead of time that is appropriate for an exclusively academic audience	Laptops	Essay 4 Assignment Sheet Carefully read grading procedure for final essay	E-mail me unit learning reflection (~350 words) and 2 goals for final essay FB Post: list possible reasons behind your ability/inability to meet the writing goals that you set for yourself in each unit	Essay 3
	Wed	11/18	Generate clear and viable solutions to a single problem related to an issue Avoid common pitfalls of student-activist writing	Laptops	2 Essay Samples that are posted on BB	FB Post: share issue with class Find and read 2 scholarly sources and 2 popular sources	
14	Mon	11/23	Class Canceled for Conferences Skype Conference Option				

Holiday Break!!



Week	Day	Date	We Will Learn How To...	Materials	Reading Assignments Due	Ancillary Assignments Due	Essays Due
15	Mon	11/30	TBA	3 hard copies of draft	TBA	Write full draft of essay (~1700 words)	
	Wed	12/2	Determine appropriate focus and rhetorical moves for the “reflection” genre in the Humanities	1 hard copy of each BB reflection	2 sample reflections that are posted on BB	Use spiderscribe to reflect on your learning this semester and then share the map with me	

FINAL PROJECTS DUE BY 8PM ON FRIDAY, DECEMBER 4TH

INCLUDE ESSAY 4 + REFLECTION + ALL ANCILLARY MATERIALS