**Drexel University Department of English & Philosophy, Summer 2023**

**WRIT: 312 Writing for Target Audiences**

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Office Hours:  T. and Th. and by appointment

We will use Blackboard (Bb) to supplement our classroom and to collaboratively create our text for this course.  I will post scanned-in readings, hyperlinks, etc.  You will post your work and “found” pieces in Bb.  ALL WORK YOU PRODUCE MUST BE UPLOADED AS .DOC or .DOCX

**COURSE DESCRIPTION**

This course is structured as a writing workshop in which students will read and write in various rhetorical modes; emphasis is placed on experimenting with different forms such as review, proposal,and feature article writing as well as how to target various publications and therefore, various audiences. Students will read, discuss, and deconstruct published examples of many rhetorical modes, then write their own. Students will develop interview, review, research and persuasive writing skills.

To achieve the goals of WRIT 312, students will learn how to:

 Read actively and critically;

* Reflect upon a topic, specifically how to assess audience and establish purpose;
* Research a topic, specifically how to access, evaluate, paraphrase, and use effectively information from books, journals, online databases, and interviews;
* Plan, structure, and outline nonfiction essays and articles;
* Revise writing for content, structure, and cohesion;
* Edit writing to ensure correct grammar, sentence structure, spelling, diction, punctuation, mechanics;
* Research and consider potential venues for publication.

**Course requirements:**

10 % review of a restaurant or film

10% mission statement

10 % blog post and blog comment

15 % a proposal with oral presentation

35 % a short feature article (see below)

20% class attendance and participation; feedback to peers

*More details on the assignments are below and of course, will be further addressed in class.*

**ALL WORK YOU PRODUCE MUST BE SUBMITTED AS .DOC or .DOCX**

**Grade Scale:**

|  |  |  |  |
| --- | --- | --- | --- |
| A+: 97-100 | B+: 87-89 | C+: 77-79 | D+: 67-69 |
| A: 93-96 | B: 83-86 | C: 73-76 | D: 60-66 |
| A-: 90-92 | B-: 80-82 | C-: 70-72 | F: below 60 |

**Zoom:**

I’d like to acknowledge the reality that it’s summer, **so if you need to Zoom no more than two times over the summer**, there won’t be any negative ramifications. Additionally, if you must entirely miss a class, you can listen to the Zoom and then send me a bulleted list of what we went over in order to make-up for the absence. Two absences other without Zooming can lower your final grade a full letter.

Join Zoom Meeting

<https://drexel.zoom.us/j/89337287127>

Zoom troubles? Email [zoomadmin@drexel.edu](mailto:zoomadmin@drexel.edu)

Below is an outline of how the course will go.  Readings will be always also be announced in class and on Bb and some will be added as we go along. Due dates are firm. Extra time has been built in toward the end of term in anticipation of guest speakers.

Week 1:  T: Introduce course.   
 Discuss features.   
 Discuss reviews.   
 Discuss basics of rhetorical triangle, A’s appeals, intersectionality  
   
 TH: Discuss short audience articles.  
 Discuss KVM’s reviews from folder  
 Discuss student found reviews in small groups

Week 2:  T. NO CLASS

**TH: Prior to class, post your first draft of your review in both the assignment field and the discussion board.** Workshop reviews.   
Intro to mission statements.

Week 3:  T. **Final draft of** r**eviews due**.   
 **First draft of mission statements due.** Workshop.   
 Introduction to Blogosphere and website analysis.   
 If there’s time, discuss articles in “KVM Found Feature” folder  
   
 Th. Read all other articles in Week 3 folder.  
 Answer all discussion thread prompts/questions. (There are 3.)

Week 4:  T. Post **first draft of blog comment and website analysis.** Workshop.  
 **Final draft of mission statements due**.   
 **Feature article topic due both orally and in writing.**    
 **Th.** Read 3 articles in W.4 folder.   
 Do the reading and writing exercise in W4 folder.

Week 5:  T. **Post “found feature” prior to class. Small group discussions.   
 Final draft of blog due.   
 Feature article pitch and research plan due.  
 Six target questions for interview due.**

Th**.** Go over proposals  
 Discuss any readings we haven’t addressed

 Week 6: T: Oral pitch proposal.   
 Determine workshop groups for proposals.   
 Read all features in “Feature Samples” folder prior to class.

Th: **Working draft of features due. Workshop.**

Week 7: T. **First draft of proposals due. Workshop.**   
 Th. **Work on features.**   
  
 Week 8: T. Read features in Week 8 folder.   
   
 Th. “Find a story” exercise in class.   
               Week 9:   T. **Features due.**   
 Th. Proposal presentations begin.

Week 10: T. Presentations continue. **Written proposals due.**

Th. Clean up!

**COURSE POLICIES**

**Academic Honesty:** All students must abide by Drexel University’s academic honesty policies. If an act of academic dishonesty is determined to have occurred, for a first offense, one of the following sanctions will be imposed, depending on the severity of the offense: 1) 0% for the assignment; 2) Failure for entire course without the possibility to withdraw; this information, based on the decision of the faculty member and the department head shall be reported to the Office of Judicial Affairs. The incident will result in an official disciplinary record for the student(s).

Note that plagiarism is not limited to copying a passage from a source word for word. If you acquire specific information from a source, you must acknowledge that source, even if you have used your own words and paraphrased that information. Review *The Brief Wadsworth Handbook* Parts 3 and 4 for acceptable ways of acknowledging the work of other writers.

Any academic honesty infraction beyond a first offense is subject to the sanctions described above, as well as to disciplinary sanctions that may be imposed through the University judicial process, administered through the Division for Student Life and Administrative Services/Office of Judicial Affairs. These sanctions may include suspension or expulsion from the University (Drexel University Student Handbook, 2005-2006 ed. [[http://www.drexel.edu/studentlife/community\_standards/studentHandbook/]](http://www.drexel.edu/studentlife/community_standards/studentHandbook/%5d)).

Please also see the academic integrity policy <http://www.drexel.edu/provost/policies/academic-integrity/>

**Attendance policy:** Your success in this course depends on your interaction with the instructor and the other students. **More than two unexcused absences will lower your final grade. Emailing the instructor and telling them the reason for your absence is a good practice, but does NOT excuse the absence.**

Note that an excused absence is defined as one that is the result of a condition or circumstance beyond the student’s control, such as illness, a family crisis or emergency, essential travel, or some other serious and important personal circumstance. Normally, an absence will be excused only if there is some documentation verifying the circumstances that caused the absence.

\*Students who are often late to class may be marked absent at their professor’s discretion. That is, if you are late more frequently than you are not, you will accrue an absence.

**ZOOM Rules:**

Cameras on except for moments when we all decide that they’re not!

Microphones on except if you have a barking dog (or other such noise) in the background.

Hands raised to speak, either physical or the tool.

No other people or pets unless we have a special day where we decide to do that.

No chat box---too distracting. BUT, you can throw a question in there if you’re afraid you’ll forget and then remember to ask me to look at it at the end of class.

The same etiquette we’d expect in the traditional classroom is expected: no gaming, no constant texting or other phone use, no magazine reading, no constant talking to other people in your space, etc.

**Disability**: Students with disabilities who request accommodations and services at Drexel need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVLs are issued by the Disability Resources (ODR). For additional information, contact the ODR at <http://drexel.edu/oed/disabilityResources/overview/> 3201 Arch St., Ste. 210, Philadelphia, PA  19104, V 215-895-1401 or TTY 215-895-2299.

**Course Add/Drop Policy:**  <http://www.drexel.edu/provost/policies/course-add-drop>

**Course Withdrawal Policy:** <http://drexel.edu/provost/policies/course_drop/>

**Late assignments:** The learning in this course requires in-depth reading, reflection, writing, discussion, independent work, and team work. To achieve our goals, you must complete your work in a timely manner. Projects and other assignments that are late will be penalized one full letter grade for every day that it is late; half a letter grade if turned in on the same day, but not in class.

**Library skills:** You must know how to use the library resources. Be sure to go to the library’s New Students’ Guide to the Libraries: <http://www.library.drexel.edu/about/studentguide.html>.

**Technology**: You need access to Bb Vista, and you also must have an active Drexel email account. (It is easy to set up your Drexel account to forward mail to another account.)

**DREXEL UNIVERSITY WRITING CENTER**

The Writing Center is located in 0032 MacAlister (x6633). Qualified tutors will help you work through any writing assignment you are having trouble completing successfully. Call or visit the Writing Center and make an appointment for a conference with a tutor—you don’t even need to bring a paper with you.

            You may be particularly interested in the Center’s electronic tutoring services, E-Writer. You can submit a draft, some ideas, or some questions. The Writing Center’s Webpage has more details: [www.drexel.edu/writingcenter](http://www.drexel.edu/writingcenter). Stop by the Center; you may find it’s one of the best places on campus to help you enhance your writing (and thinking).

**MORE INFO ON ASSIGNMENTS**

**Review:** A restaurant or film review written in the tone, style, and length of a specific venue. The review should include all elements necessary to their topic (restaurants must include menu pricing; film reviews should include some context re: director, reference actors, etc.). \*Word count will vary toward venue but cannot be less than 500 words (no micro reviews).

**Mission Statement:** A mission statement is a statement that declares the purpose of an organization and how they serve their constituency. This often includes a description of the organization or company, what it does, and its objectives. A mission statement is a short summary of your company's purpose, goals, and values. This statement should be under 200 words.

**Blog post and site analysis:** Students will complete two tasks: 1) Find a blog on a topic you’re interested in. Write a blog post appropriate for that site in subject, tone, length, insertion of images and hyperlinks, etc. 2) Analyze the site: who are their primary and secondary audiences; is the site user friendly; is it monetized; who is writing for the site; what is its primary purpose, etc. \*Word count will vary toward venue but cannot be less than 500 words, or you can chose to write two separate posts.

**Proposal and presentation:** Proposals must address a realistic issue and be realistic within themselves, i.e. you could propose that your apartment complex needs more trash cans, but you cannot propose that we get a merry-go-round on Pearlman Plaza. We will use a template for this exercise, and each student will modify it accordingly.

In addition to the written proposal, students will present their proposal as if they are addressing the appropriate audience, i.e. you will present to the class but the class will assume the role of management, the English department, whomever the appeal would actually be made to.

**Feature Articles:**

You will write a 1500-2000 word feature article that embeds research and includes about three interviews, two of which cannot be done with anyone you already know

. Each feature idea will be discussed with the class and approved by the instructor. Pieces of the feature are assigned all term, so that the project itself takes place over most of the term.

Here are some approaches:

Examination of an object and its role in society-For this piece you will focus on the mundane.  (Sounds like fun already, doesn’t it?)  This piece is meant to help you become a writer in that you will be looking for story everywhere:  in our obsessions and habits and attitudes towards water bottles, permanent markers, docking stations, library books.

 Examination of a cultural or social trend-For this piece, you’re going to pay attention.  To everything.  What obsessions, habits, attitudes do you see around you?  To what are others paying attention?  What matters now, that was not even part of our lexicon ten years ago, FOUR years ago, one month ago?  Creative nonfiction is the perfect genre to dissect aspects of our culture that may get unrecorded by our official histories.  If you haven’t incorporated others’ voices (through interviews, however informal) by now, you will for this piece.

Profile of a person in the context of a larger theme-Every body has a story to tell (see assignment one), for this piece, you will tell someone else’s story.  This “someone else” can be anyone, should in fact, be anyone:  the local bowling alley’s lead bowler, or the bartender there; your sixty-FOUR-year old neighbor who bought a Harley for his 65th birthday; the pediatrician who quit her practice and bought a farm; the female funeral home director in your hometown, who happens to be the only funeral director in your hometown.  You will interview the “main character,” and people around that person.  You will discuss that person, his or her life, in the context of his/her world and the larger one.  If this isn’t enough of a starting point, go to [www.thislife.org](http://www.thislife.org) and get inspired. You may NOT write a profile on any one you are related to, live with, date, or otherwise know too well.

 How to-Self-explanatory---“How to ….” And it is up to you to fill in the blank.  While many magazines repeat topics with great frequency (how to organize your closet, turn on your man, cook dinner in 20 minutes, etc) we will not accept that kind of regurgitation in this class.  (Come on, now.)

 Informational/Travel-I put this together because the approach and rhetorical mode or the same:  the author says, “I will teach you more about \_\_\_\_\_\_”   whether that blank be advances in stem cell research or fly fishing in West Virgina.  There is an assumption of interest on the part of the reader, but it’s still up to the writer to make readers want to learn.