Course Goals and Materials

Course Description

ENG W350 is an advanced writing course that focuses on teaching writers to examine how effective writing is accomplished and to implement those strategies to improve their own writing. While other upper-level writing courses contain this analytic component, W350 employs assignments that ask you to focus on an array of rhetorical situations. We will complete assignments that ask you to consider an array of rhetorical situations, to include primary and secondary evidence in effective and ethical ways, and to challenge yourself to produce increasingly effective writing through peer and instructor review and revision.

General Education Student Learning Outcomes for Written Communication

At the end of this course, students will be able to:

1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.
2. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.
3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.
4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.
5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.
6. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.
7. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).
8. Use and cite the work of others appropriately, avoiding plagiarism, misquoting, and misreading.
9. Use writing technologies such as word processing and writing for the Web effectively and appropriately.

Course-Specific Student Learning Outcomes

At the end of this course, students will be able to:

A. Compose written documents that present arguments and support those arguments with appropriate use of primary and secondary evidence.
B. Interpret and analyze scholarship and other forms of complex writing.
C. Develop and apply strategies for collaborating with peers during low- and high-stakes activities.
D. Generate metacognitive analyses of their writing processes.

Required Text


ISBN: 9780874216424
Course Policies

Attendance
Attendance is mandatory in this course. Should a crisis arise, come talk to me or email me before you miss too many classes. If you miss six classes, you fail the course—no exceptions.

Participation
You are expected to participate routinely in the work of the course. That means you will be evaluated based on your participation in class discussions, peer review, and other forms of course participation.

Feedback
When you submit drafts, you can expect to receive comments within a week. Additionally, you will receive feedback from and give feedback to your peers once during each major assignment. You will need to bring paper copies to class for Peer Review days. For more details on peer review, see “Completing Peer Reviews” on Canvas.

Grades
Grades for assignments will be posted in Canvas in a timely manner. Below is the grading scale for this course.

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Instructor Contact
The best way to reach me is by email. I usually respond within 24 hours. You are also welcome to visit during my office hours. If you cannot meet during my posted office hours, we can schedule an appointment at a mutually available time.

Assignment Submission
All assignments are submitted electronically via Canvas. Submit assignments on time. Late submission of work will result in a grade reduction commiserate with the lateness of your work. I will take extenuating circumstances into consideration, but I am not inclined to give extensions without having discussed it with you in advance. A last-minute email will not secure an extension.

FLAGS
I participate in the FLAGS Early Alert Warning System to call attention to a student’s pattern of absence or underperformance. These notifications are intended to help you alter behavior that may be damaging to your performance in this course. Please contact me if you have questions about the notifications you receive.

Academic Misconduct
The first student responsibility listed in the IU Code of Student Rights, Responsibilities, and Conduct requires each student to “Be ethical in his or her participation in the academic community.” The IU Code provides the following list of
activities that comprise academic misconduct: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. The responsibility to be ethical demands that students avoid all of those activities.

**IU Southeast Writing Center**
The Writing Center encourages all students to seek out feedback for writing projects for any class and at any stage of development. Check http://www.ius.edu/writingcenter/ for Center hours at the KV 208 and Library locations. You can also call at 812.941.2498 or email at iuswrite@ius.edu. The Writing Center’s goal is to make stronger writers; no appointment is necessary, so go and talk with consultants early and often each semester.

**IU Southeast Students with Disabilities Policy**
If you have specific physical, psychological or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Coordinator of Disability Services, Mr. Matthew Springer. His office is in University Center South (US), Room 207, 941-2243. Additional information about the Office of Services for Students with Disabilities may be obtained at: http://www.ius.edu/disabilityservices

**IU Southeast Diversity Statement**
We emphasize teamwork and mutual respect for individuals and differences that include age, culture, race, disability, gender, and sexual orientation.

**IU Southeast Weather Policy**
In the event of inclement weather, phone the School Closing Hotline (941-2567 or 1-800-863-2020), watch local TV news or tune into local radio to determine campus operating status. To be notified about campus delays and closing, sign up for IU Notify through One.IU. If IU Southeast is on a two-hour delay, we operate on a “snow schedule.” In the event of weather-related closures, due dates for assignments will not change. Do not assume that a weather delay will give you extra time to finish work.

**IU Southeast Religious Observances Policy**
Indiana University respects the right of all students to observe their religious holidays. Accordingly, instructors will make reasonable accommodation, upon request, for such observances. As a student, it is your responsibility to request accommodations by the end of the second week of the semester using the Request for Religious Accommodations Form, which you can download from go.iu.edu/JdD. More information on the religious observances policy is available at go.iu.edu/JdE.

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**Course Assignments**

**Writing Portfolio**
30% of final course grade

A significant portion of your course grade is dependent on a portfolio that you will submit at the end of the semester. You will complete four major assignments this semester, all of which you will revise extensively for the Writing Portfolio. The purpose of this assignment is to give you the chance to revise your assignments drawing from your ever-increasing knowledge of writing processes and the concepts we are studying as a class. You want to submit your best possible work for the Writing Portfolio, and that means rewriting rather than just editing. You will also submit a reflective essay with your portfolio that details how you have approached revision in the portfolio.

**Major Assignments**
30% of final course grade

In preparation for the Writing Portfolio, you will submit multiple drafts of each major assignment throughout the semester. Full descriptions of each assignment are available on Canvas. You will receive full draft credit for submitting each draft as long as your draft is complete and submitted on time. Incomplete or late drafts will receive reduced credit. I focus on credit for completion at this stage because I do not want to overly emphasize grades as evaluative instruments. I
will provide feedback on your drafts throughout the semester, so you will always know how you are doing in the class even if you are not receiving letter grades. If you have not been graded in this way in the past, it may take a little mental adjustment on your part. I will work to make sure you always know where you stand in this class.

Participation
30% of final course grade

You are expected to participate actively and routinely in the work of the course. That means you will be evaluated based on your participation in class discussions, peer review, and other forms of course participation. Class discussions will be where much of the learning in this course takes place, so always come prepared with questions, observations, and talking points. When readings are assigned, use the Reading Responses (see below) to help you articulate what you would like to discuss. Additionally, I will count your involvement in peer reviews and other class activities toward participation. Finally, this is also where you will receive credit for presentations.

Reading Responses
10% of final course grade

When readings are assigned, you will submit a brief Reading Response (no more than a page) to Canvas. The purpose of these assignments is to give you the opportunity to start articulating your thoughts about readings before we discuss them in class. If there are multiple readings, you can draw connections between them or you can focus on a single reading. I also welcome you to draw connections to previous readings. I do not want you to use these brief responses to summarize the readings. Instead, I want to see you starting to think through the concepts of the readings to develop questions and talking points for class. Reading Responses are graded on completion.

Course Schedule

Reading: Have all reading completed before you come to class and be ready to discuss.

- Harris: Joseph Harris’ *Rewriting*
- Print PDFs.
- For podcasts, I have provided links, but if they do not work, I have provided sufficient information to use a search engine to find the episode. I will also include links on Canvas.

Due:

- Assignments are due by the midnight before class when the due date is listed.
- For Peer Review days, *always* bring 2 printed copies so your peers can read and comment on your drafts.
- For Individual Conferences, bring a printed copy of your draft and materials for note taking.

Class Activities: These are the activities we will complete in class. If no Class Activities are listed, assume that the day will be spent discussing the reading. I will also plan smaller Class Activities as the semester continues.

Week One: Aug. 22 – 24

**Monday**
Class Activities:
- Introductions
- Review of Syllabus
**Wednesday**
Reading:
- Harris, Introduction, 1-12 (No Reading Response required)
  If you have not yet gotten the book, a PDF of this chapter is available on Canvas. No further PDFs will be made available from the book. Purchase the book as soon as possible.
- Podcast: *Welcome to Night Vale*, epi. 6, “The Drawbridge” (22:45)
Class Activities:
  - Diagnostic Writing

**Week Two: Aug. 29 – 31**

**Monday**
Reading:
- Wood, “Introduction to *City Ubiquitous*,” PDF
Due:
- Reading Response
Class Activities:
  - Introduction to Assignment 1

**Wednesday**
Reading:
- Harris, Ch. 1, 13-32
- Podcast: *This American Life*, epi. 407, “The Bridge” (57:45)
Due:
- Reading Response

**Week Three: Sept. 5 – 7**

**Monday**
Labor Day: No class meeting

**Wednesday**
Reading:
- Barthes, “The Eiffel Tower,” PDF
- Harris, Ch. 2, 34-52
Due:
- Reading Response

**Week Four: Sept. 12 – 14**

**Monday**
Reading:
- Podcast: *Mystery Show*, epi. 1, “Video Store” (24:43)
Due:
- Reading Response

**Wednesday**
Due:
- Assignment 1 First Draft: Submit draft by 12:01 AM and bring 2 printed copies to class
Class Activities:
  - Peer Review
Week Five: Sept. 19 – 21

Monday
Reading:
• Burgess and Jackson, “Streetwork: An Encounter,” PDF
Due:
• Reading Response
Class Activities:
• Introduction to Assignment 2
• Form Assignment 2 Groups

Wednesday
Due:
• Assignment 1 Second Draft: Submit draft by 12:01 AM
Class Activities:
• Assignment 2 Group Planning: You will meet with your groups during class to make decisions about how to complete Assignment 2

Week Six: Sept. 26 – 28

Monday
Class Activities:
• Individual Conferences: We will not meet in class. Instead, you will schedule times to meet with me in my office (KV 200P) to discuss your assignment submission.

Wednesday
Class Activities:
• Individual Conferences: We will not meet in class. Instead, you will schedule times to meet with me in my office (KV 200P) to discuss your assignment submission.

Week Seven: Oct. 3 – 5

Monday
Reading:
• Harris, Ch. 3, 54-72
Due:
• Reading Response
Class Activities:
• Assignment 2 Check In: You will have some time in class to meet with your groups, and you will provide a group update during class

Wednesday
Reading:
• Lopez, “The Mappist,” PDF
• Millhauser, “The Dome,” PDF
Week Eight: Oct. 10 – 12

**Monday**
Reading:
- Podcast: *99% Invisible*, epi. 175, “The Sunshine Hotel” (31:43)
Due:
- Reading Response

Class Activities:
- Presentation Preparation: You will have some time in class to meet with your groups to prepare for Group Presentations

**Wednesday**
Class Activities:
- Group Presentations

Week Nine: Oct. 17 – 19

**Monday**
Class Activities:
- Group Presentations

**Wednesday**
Due:
- Assignment 2 First Draft: Submit draft by 12:01 AM and bring 2 printed copies to class

Class Activities:
- Peer Review

LAST DAY TO WITHDRAW
Sunday, October 23

Week Ten: Oct. 24 – 26

**Monday**
Reading:
- Anderson, “Introduction to Imagined Communities,” PDF
- Wilson, “The Rhetoric of Urban Space,” PDF
Due:
- Reading Response

Class Activities:
- Introduction to Assignment 3

**Wednesday**
Reading:
- Harris, Ch. 4, 73-97
- Massey, “Space, Place, and Gender,” PDF
Due:
- Reading Response

Week Eleven: Oct. 31 – Nov. 2

**Monday**
Due:
- Assignment 2 Second Draft: Submit draft by 12:01 AM
Class Activities:
- Individual Conferences: We will not meet in class. Instead, you will schedule times to meet with me in my office (KV 200P) to discuss your assignment submission.

**Wednesday**

Class Activities:
- Individual Conferences: We will not meet in class. Instead, you will schedule times to meet with me in my office (KV 200P) to discuss your assignment submission.

**Week Twelve: Nov. 7 – 9**

**Monday**

Reading:
- Podcast: *Reply All, epi. 50, “The Cathedral”* (38:40)

Due:
- Reading Response

**Wednesday**

Due:
- Assignment 3 First Draft: Submit draft by 12:01 AM and bring 2 printed copies to class

Class Activities:
- Peer Review

**Week Thirteen: Nov. 14 – 16**

**Monday**

Reading:
- Harris, Ch. 5, 98-122

Due:
- Reading Response

Class Activities:
- Introduction to Writing Portfolio

**Wednesday**

Due:
- Assignment 3 Second Draft: Submit draft by 12:01 AM

Class Activities:
- Individual Conferences: We will not meet in class. Instead, you will schedule times to meet with me in my office (KV 200P) to discuss your assignment submission.

**Week Fourteen: Nov. 21 – 23**

**Monday**

Class Activities:
- Individual Conferences: We will not meet in class. Instead, you will schedule times to meet with me in my office (KV 200P) to discuss your assignment submission.

**Wednesday**

Thanksgiving: No class meeting

**Week Fifteen: Nov. 28 – 30**

**Monday**

Class Activities:
- Critical Reflection Essay: Discussion and drafting
- Portfolio Q & A

**Wednesday**

Due:
- Assignment 3 Presentations

Class Activities:
- End of Semester In-Class Writing

**Final Exam: Dec. 5 from 2:45 to 4:35 PM**

Due:
- Writing Portfolio: Submit your portfolio no later than the end of the exam period
- Assignment 3 Presentations