

WRT 112 Writing and Research

3 Semester Hours ~ Spring 2022

Instructor: Shane Tisdale
Day/Time of Course: T/F 9:20-10:40
Classroom Location: Mott 301
Office Hours: T/F 12:15-1:15pm

Section: 112-09
Office: Conservatory 243
Telephone:
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Course Description & Goals

Extends and enhances strategies introduced in WRT 111. WRT 112 focuses on developing confidence in writers, refining the writing process (including scholarly research methods), and honing awareness of rhetorical skills in both reading and writing. Students analyze, synthesize, and critically evaluate source materials to create effective, clear arguments.

Prerequisite: A grade of C or better in WRT 111.

Note: Earning a grade of C or better in WRT 112 is a prerequisite for many upper-level courses at Olivet College.

The goal of WRT 112 is to prepare you to be a confident, competent writer ready for upper-level coursework.

Student Learning Outcomes & Assessment

After successfully completing the Writing Program, students will be able to demonstrate the following Program Learning Outcomes (supporting the noted All-College Outcomes):

Program Learning Outcomes	Course Learning Outcomes	Artifacts
1. Create progressively stronger drafts using a flexible, recursive process such as planning, collaborating, giving/receiving feedback, revising, editing, and reflecting. (1.1, 1.2)	1. Create progressively stronger drafts, making use of planning strategies, collaboration, critiques, revision, editing, and reflection.	Workshops, Drafts
2. Demonstrate confidence as a writer through the articulation and use of rhetorical concepts in order to respond effectively to a variety of contexts. (1.1, 3.1)	2. Write argumentative essays that develop a thesis/main claim, use techniques from multiple genres, synthesize source material, and acknowledge/respond to counter-arguments	Argument Essay, Research Essay
3. Analyze and synthesize information from a variety of texts and experiences to develop a position. (2.1)	3. Accurately summarize and analyze written arguments	Analysis Essay
4. Employ effective techniques, such as database searches, to	4. Demonstrate effective use of library catalog and online databases to locate and evaluate	Annotated Bibliography

	locate and evaluate source material. (2.1)	sources for accuracy, relevance, and quality	
5.	Apply standards of academic writing, especially conventions of grammar, through composing and revising. (1.1)	5. Produce a variety of complex sentence structures, correct grammar that creates clarity, and diction/syntactic choices that create a consistent style.	Essays,
6.	Explain and apply ethical considerations and conventions of using source material. (5.1)	6. Use correct APA formatting for references and in-text citations.	Annotated Bibliography, Essays

Activities and Resources

While Writing and Research is a college-wide, liberal arts core course with unified goals and objectives, each instructor has the responsibility to choose and apply the particular teaching methods and class procedures which will best serve the interests of the students. The information contained here may vary from section to section.

This course will involve a significant amount of writing to assist students with developing their skills in this area to accomplish their communication goals. Resources available include feedback from the instructor, the assigned textbooks and reading materials, and tutoring support at the Gruen and Speare Student Resource Center.

Assignments will be varied and based on our textbook as well as classroom discussion, activities, and mini-lessons. Students will complete many writing assignments both in and out of class. Writing and Research teaches a process-approach to writing; that is, writing is done in a sequence of steps. All writing generated during those steps is part of the writing process and must be saved and submitted with the final paper. In addition, Writing and Research emphasizes the use of evidence from sources to support an argument. All formal essays should follow the Guidelines for Student Work at Olivet College, and will be graded according to rubrics that will be posted on Blackboard when the paper is assigned.

The three major essays during the semester (Analysis, Cause/Effect, and Research) may be revised and resubmitted after meeting with the professor. You must meet with the professor within one week of getting your essay returned.

Textbook and Supplemental Materials

Graff, G., Birkenstein, C., & Durst, R. (Eds.). (2021). *They say/ I say with readings* (5th ed.). W.W. Norton & Company.

Bullock, R. Brody, M., & Weinberg, F. (Eds.). (2021). *The little seagull handbook* (4th ed.). W.W. Norton & Company.

Supplies:

- Paper, pens and pencils
- Dedicated journal/notebook (used only for this class)
- A folder in OneDrive, Googledocs, or on your computer dedicated to this class

Evaluation Procedures and Grading System

Daily Work (Inquisitive, notes, quizzes, preparation for class, etc.)	25%
Analysis Essay	10%
Cause/Effect Analysis Essay	15%
Argument Essay	20 %
Research Essay	25%
Research Presentation (Exam)	<u>5%</u>
	100%

The following standard grade scale will be used in all sections of the writing courses:

94-100... A	83-86... B	73-76... C	63-66... D
90-93... A-	80-82... B-	70-72... C-	60-62... D-
87-89... B+	77-79... C+	67-69... D+	0-59... F

Unit Descriptions

Our class will examine writing in units focused on ways of thinking and interacting with others' words. This in itself is a process; we first will learn to see what is on the page (awareness of bias and accuracy in summarizing), then break apart the text to analyze the parts, which will lead us to questioning how and why concepts and situations evolve. In the larger research paper, you'll synthesize various sources you've analyzed to create a complete look at topic. The last essay will allow you to use all of your skills and create a multi-modal project. Since writing itself is a circular process of drafting and revising, the skills will not simply be taught and moved past. We'll come back to them throughout the semester.

1. Recognizing What Is

Rhetorical modes: summary

Skills focus: paraphrasing, note-taking, reading strategies

2. Breaking Apart

Rhetorical modes: analysis, definition, description

Skills focus: analysis (textual, visual, rhetorical), APA format

3. Answering “Why?” and “How?”

Rhetorical modes: analysis (of argument), cause/effect

Skills focus: thesis, developing support from sources, synthesis, researching skills

4. Putting Back Together

Rhetorical modes: argument, analysis, problem/solution

Skills focus: researching skills, synthesis, using data

5. Creating New

Rhetorical modes: arguments, analysis, multi-modal presentation

Skills focus: review of all, especially argument development and support

Assignment Descriptions

Daily Work 25%

This includes homework, Inquisitive grammar practice, in-class activities, pop quizzes, discussion boards, workshops, and other activities. Not all work you do will be graded. This type of work cannot be made up if you have an unexcused absence.

Essays (Analysis, Cause/Effect, Research, Argument with Sources) 55%

A collection includes a final draft, a reflective piece, and all early work (outlines, rough draft, revision plan, etc.). Some of this early work will have its own grade, but all of the work should be kept together to visualize your process.

Presentation

15%

Your Final Exam will be a brief, clear, and convincing presentation of the research. You will turn these elements in AND present with them for your final exam.

Course Policies

Course Policies at a Glance

1. We're all in this together—bring your best self.
2. Come to class.
3. Late short assignments aren't accepted. Late projects are not eligible for revision.
4. Academic integrity is vital; submit your own work and cite all influences.
5. Check Blackboard and email daily. Don't allow phones and computers to distract you and your classmates.
6. Seek out the resources you need for academic, social, emotional, or physical concerns.

Class Atmosphere

While it's impossible to mandate that a group of people create a certain type of feeling, there are some attitudes, behaviors, and actions that will help us develop a safe, open, and fun class. Here are some general class norms (behaviors and attitudes we will agree to or modify):

- Come with a willingness to share your experiences and thoughts. If you have an opinion that differs from the crowd, we need to hear your voice.
- We also need to feel that we are being listened to, so please respect your classmates by being fully attentive when someone else is speaking. Understand that everyone has something you can learn from.
- Embrace the activities, even the silly ones.
- Since we are dealing with communication, it is especially important to consider how your writing or your comments may affect others. Offensive language (profane, racist, sexist, etc.) is not okay (slang and jokes are often culprits here), and we need to speak up when we hear it. A simple "that's not okay to say," will often suffice.

Attendance and Punctuality

Students are expected to attend all classes and remain the entire time. We meet 27 times; if you are absent for three sessions, you've missed over 10% of the course. Expect your grade to reflect that. *Given the importance of class participation, six (6) or more unexcused absences in this course will result in an automatic failing grade ("F") for the class.*

Excused Absences: College-sponsored events, hazardous driving conditions (if you live off-campus), medical emergencies with documentation, military service with documentation, family emergency with documentation.

If you will miss class for a college-sponsored event, you must contact me before the event in order to get assignments in before you leave campus and/or miss class. Participation in a sport, club, or organization is not an excuse to miss deadlines; due dates do not change if you had a least one day's notice of the absence.

In the event of a sudden personal or family emergency, I will accept late work and make-up daily work without penalty only in the event that you can document the reason (you must bring a signed doctor's note or other evidence); please read the "Late Work Policy" below. If you have a major injury or illness which necessitates missing more than two weeks of class during the semester, I urge you to consider a medical withdrawal.

Unexcused Absences: If you miss class for any reason other than the ones stated above, your absence is unexcused. No work may be made up, and it is your responsibility to meet with another student to find out what happened in class.

Tardy Policy: If you are more than 15 minutes late, your daily work will not receive credit (any assignment, aside from full Essays, that is due that day). Being just a few minutes late habitually will lead to the same result; after you receive a warning, each subsequent tardy will be counted as more than fifteen minutes late and the daily work will not be accepted. Students who enter class late should sit down and quietly ask a neighboring student about the current activities of the class. Since tardiness nearly always disrupts the learning environment of the class, it should never become a habit.

Late Work Policy

Please read carefully the section, "Attendance and Punctuality," above. All work is due on the date specified. If you are not in class, you cannot receive credit for small assignments (e.g., drafts, grammar activities, journals, etc.) that are due that day. Since your "in-class" writing will often include drafting sections of your formal essays, it is very important that you keep up with the writing we do in class even if you have lost the opportunity to earn a grade for it.

Exception: an excused absence for an emergency (official doctor's note/funeral program required). If your excused absence is for a college-sponsored event or planned event (military service, a funeral planned for a week out), you still must get the work in on the due date AND complete or be exempted from in-class work before you are absent.

The first three major Essays may be turned in up to one week late; however, late papers cannot be revised, which will be harmful as few essays are proficient the first time. The professor is always willing to meet with you during office hours to discuss the paper. These assignments will not be accepted more

than one week late. Occasionally you may be notified in class of a change in due dates: as the attendance policy notes, it is always your responsibility to find out what has happened in a class you've missed.

Blackboard

The syllabus, grades, and attendance will be posted on Blackboard. I will also update it weekly with assignments and homework. You are expected to regularly check our course (at least four times each week). The most current information, due dates, and assignment descriptions will be posted there.

Plagiarism and Academic Integrity

All instructors in the Writing Program follow and enforce the Olivet College Academic Integrity Policy, attached. This policy requires me to submit your work that violates this policy, along with the plagiarized source material, for consideration by the Academic Performance Committee. The policy clearly states possible consequences for plagiarism, but, in this course, students who violate the policy risk a failing grade on the work in question and failure in the course overall. To help you learn what constitutes plagiarism, we will work with SafeAssign, which is a plagiarism detector.

Technology Use Policy

Technology in the classroom can be a wonderful resource; it can also be a major distraction. Computers, tablets, and phones may be used for class purposes when approved by the instructor. Phones, in particular, can detract from your ability to focus on class activities, so should be turned off and stowed in a non-visible spot for the duration of class. The exception is if you are experiencing a family emergency or are responsible for another person (such as a child) and need to be aware of any situation that arises. Please let me know if this is the case. (As an example, I will keep my phone silent but visible because I have children daycare. If I get a call or text that is not from daycare, I will not read nor reply during class. I expect the same courtesy.) You may be asked to leave if, after a warning, your phone is used again. You will then lose credit for the daily work.

Learning Disability Policy

If you have a learning disability, you are encouraged to notify your instructors and your advisor as soon as possible through Joey Shepherd (jshepherd@olivetcollege.edu). I will make every effort to accommodate and assist students living with learning disabilities, yet it is your responsibility to ask me for any accommodations you would like to make use of.

Instructor Contact

Email is the best way to reach me. Please send professional emails that have an appropriate subject, salutation, tone, and signature. Emails should be proofread and include appropriate punctuation and grammar. A sloppy email may receive a request for a rewrite instead of a reply.

Office Hours: I will be in the Conservatory during my office hours T/F 12:15-1:15. You are free to drop in during office hours or make an appointment if those times don't work.

Instructor Absence

Occasionally, I may miss class due to illness or family emergency. I will contact the college, so someone should put a notice in the classroom. There will also be an announcement through Blackboard. I expect students to check their assignment sheets, email, and Blackboard for newly assigned work. Continue working on anything for which you have instructions (i.e., if a major essay is due at the next class period, you should have it ready).

If necessary, class may also be held virtually. A link to the Zoom classroom will be provided, and students are always welcome to use our regular classroom to join in.

Resources and Support

The Center, located in Mott 211, has tutors available for free. Professional writers make use of readers and almost always discuss their ideas with someone else—I suggest that you do the same. You'll find that the tutors do an excellent job of helping you see the possibilities in your work. Tutors are available for walk-in appointments, but you can also make appointments to guarantee a time. Simply click on the "Tutoring" link on the left-hand menu in the Portal. You will need to register the first time you follow the link.

Student Concerns

Concerns regarding a student's experience in *Writing and Research* should be brought to the attention of the individual instructor. If unsatisfied, the student should discuss the matter with Professor Meredith Dodson, Writing Program Director, Conservatory 112, 269-749-6613, mdodson@olivetcollege.edu.

Course Schedule for Spring 2022

*The schedule may change based on students needs or situations that arise.

WEEK 1: Knowing Ourselves as Part of Writing and Research

January 11 T Introduction to Class, Curiosity and Personality

January 14 F Introductions and Discussion of Why We Wrt

WEEK 2: What is my motivation?

January 18 T They Say, Chapter 14

January 21 F Michelle Alexander, "The New Jim Crow" (p.408)

WEEK 3: What is the Gist?

January 25 T They Say, Chapter 2

January 28 F Nicholas Carr, "How Smartphone Hijack Our Minds" (p.597)

WEEK 4: The Best Writing and Research is Part of a Conversation

February 1 T They Say, Chapter 15

February 4 F Sean Blanda, "The 'Other Side' Is Not Dumb" (p. 380)

ANALYSIS ESSAY DUE

WEEK 5: There Are Always Objections

February 8 T They Say, Chapter 6

February 11 F Suketu Mehta, "Jobs, Crime, and Culture: The Threats That Aren't" (p. 458)

WEEK 6: Elaborating, Clarifying, Guiding

February 15 T They Say, Chapter 10

February 18 F John McWorther, "Can Black English Mean a Prison Sentence?" (p. 428)

WEEK 7: Your Papers Are An Unbroken Argument (aka "it has a good 'flow'")

February 22 T They Say, Chapter 8

February 25 F Carole Cadwallader, "Google, Democracy, and the Truth about Internet Search" (p. 624); CAUSE AND EFFECT ESSAY DUE

WEEK 8: Recommitting to the “I” in Research

- March 1 T They Say, Chapter 9
- March 4 F J.D. Vance, “Hillbilly Elegy” (p. 433)

WEEK 9: Tools for Research

- March 8 T The Internet, the Library, and the Bibliography
- March 11 F Spontaneous Paper Exercise

SPRING BREAK: March 14-18

WEEK 10: Writers are Logical

- March 22 T Logic, Arguments, and Reasoning: Rhetorical Fallacies
- March 24 F Spotting the Rhetorical Fallacy and Logic Puzzles

ARGUMENT ESSAY DUE

WEEK 11: Building on the Work of Others

- March 29 T Using and Citing Sources
- April 1 F Spontaneous Paper Revision

WEEK 12: Form, Format, or Formula?

- April 5 T APA Style
- April 8 F They Say, Chapter 18

WEEK 13

April 12 T RESEARCH PAPER DUE

April 15 F GOOD FRIDAY HOLIDAY, No Class

WEEK 14: Reworking a Good Thing

April 19 T Revision

April 22 F Writing Assessment

WEEK 15

April 26 T From Writing to Speaking

Final Exam (Presentations): Wednesday, April 28, 1:15 PM to 2:15 PM