

Syllabus WR 60 Rhetoric and Critical Thinking FALL 2017 Thielsen

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Course Title:	WR 60 Rhetoric and Critical Thinking
Course Number:	CRN 42104
Credits:	4
Course Date:	FALL 2017 9/25/17-12/15/17
Course Meeting Times:	TT 10:15--12:05 PM
Final Exam Time:	Tues. 12/12/17 - 1:00—3:00 p.m.
Course Location:	Prineville = Computer Lab
Instructor:	Jane Thielsen, MA, Email: jthielsen@cocc.edu (best contact) Office Hours: Madras 12:15-12:45 pm MW Prineville: 12:15-1:15pm TTH BEND--OCH 117 by arrangement

RECOMMENDED PREPARATION: Qualifying placement test score in ASSET, Accuplacer, or other placement tool currently in use at COCC. **Basic computer skills and access to a computer are essential to success in this class. Handwritten work will not be accepted for the main graded assignments.**

COURSE DESCRIPTION: WR 60 is the first course in a two---course series of instruction in developmental writing and reading. The writing process is examined from invention to final draft. Students read, analyze and evaluate texts of varying lengths that show each stage of the process. Short narratives and expository essays will be part of the course activity.

Upon completion of this course, the successful student will:	One or more of the following assessments will verify these outcomes.
1. demonstrate understanding of the basic concepts of rhetoric, such as voice, audience, purpose, and point of view, by creating and understanding text.	<ul style="list-style-type: none"> Students are able to identify the needs, values, and expectations of different audiences. Students' work reflects understanding of audience, purpose, and voice in their reading of class materials.
2. demonstrate the understanding of the principles of the writing process in its basic form by generating ideas, organizing, drafting, revising, and editing.	<ul style="list-style-type: none"> Students' work demonstrates understanding of the conventions of idea generation and means of conveying those ideas.
3. recognize and produce text containing the common components of a standard essay: <ul style="list-style-type: none"> Introduction Body Conclusion 	<ul style="list-style-type: none"> Students' work demonstrates an understanding and ability to use different organization techniques. Students' work reflects understanding of the function of common essay components from a reader's perspective.
4. compose adequately developed expository essays of at least 750 words, meeting entry level requirements for WR 65, that maintain focus and coherence, and include: <ul style="list-style-type: none"> A main idea Supporting ideas Specific evidence Analysis 	<ul style="list-style-type: none"> Students' work, taken as a whole, will demonstrate clarity of thought, overall focus, and adequate development. Students' work, taken as a whole, will demonstrate application of main ideas, supporting details, and analysis to prepare study notes and tools to process texts they have read to learn.
5. produce text containing a variety of sentence lengths and structures, including some compound sentences, and appropriate college level vocabulary.	<ul style="list-style-type: none"> Students' work exhibits a good balance between complexity and simplicity of thought. Students' work exhibits use of acceptable academic vocabulary.
6. assist other writers to revise by analyzing	<ul style="list-style-type: none"> Students practice collaborative revision strategies that

focus, coherence, specific development, and critical thinking.	exhibit responsible teamwork skills, constructive criticism, and solid writing advice.
7. demonstrate use of vocabulary improvement strategies including recognition of common context clues, creation of notes/flashcards for vocabulary study, and dictionary skills.	<ul style="list-style-type: none"> Students' work, taken as a whole, will exhibit use of basic academic vocabulary. Students are able to explain when and how to use vocabulary acquisition strategies when reading unfamiliar words in class materials.
8. edit their own writing assignments using standard conventions of spelling, grammar, diction and mechanics.	<ul style="list-style-type: none"> Students' work demonstrates adequate use of standard conventions in their writing, including drafting, revision, and editing; students' final drafts exhibit marked improvement from initial drafts.
9. achieve basic conformity to MLA formatting and citation requirements.	<ul style="list-style-type: none"> Students' work conforms to MLA conventions in formatting and accurate use of prepared documentation for instructor---provided items.
10. Information Literacy: Students will be able to use online and print specialized encyclopedias to expand background knowledge, help explore topics, and insert prepared in---text citations for instructor---provided items.	<ul style="list-style-type: none"> Students will be presented with such research resources as print and online encyclopedias, topic narrowing devices as Credo, and models of MLA documentation procedures.

COURSE OUTLINE BY MAJOR TOPICS:

- Developing expository essay and effective rhetorical strategies
- Situational analysis
- Essay conventions
- Writing essays as a process
- Becoming self-aware writers
- Developing effective reading comprehension strategies
- Enhancing retention of information acquired through reading by practicing effective study strategies
- Developing college level vocabulary by becoming familiar with effective vocabulary acquisition strategies and tools

PRIMARY ASSIGNMENTS:

- 1-2 written summaries
- 2 expository thesis driven essays, one of which achieves at least 750 words in length.
- 1 self-reflective essay

Instructional Methods

Methods: This course is taught using a variety of instructional including lecture, class discussions, small group work, project creation, and electronic discussion (email and website chat room).

Textbook & Materials

Latham, Eleanor, Rise Quay, and Margaret Triplett. Reading Writers: From Story to Essay. 2th ed. 2009.---Latham, Eleanor, Rise Quay and Margaret Triplett. Reading Writers: From Story to Essay (Course pack). 2009.

---**Supplementary materials provided or available on web**

General Course GRADING SCALE: A, 100---91/ B, 90---81/ C, 80---71/ D, 70---61.-- no grading on the curve—no extra credit

Course Work Grading	Possible Pts	% of course grade
Up to 10 short writing activities, written responses, exercises	Avg. of	80% of the final course grade
Essay #1: Narrative Essay (500wds due Wk 4)	100	
Essay #2: Expository Paper (750wds due Wk 7)	100	
Essay #3: Position Essay (900-wds due Wk 10)	100	
Lexicon/glossary (LIST: word, place found, def. etym. Use in sentence) 5wds/wk	100	20% of the final course grade
Portfolio (journals, revisions of Essays, Glossary, etc.) Due Wk 10	100	
Final Examination + avg. of quizzes	100	
Participation, attendance, conduct	100	

For some course work turned in for credit, a rating scale may be used to help indicate quality of the work, in addition to points earned: **RATING SCALE: 5 (=95 excellent)/ 4 (=85 close)/ 3 (=75 a good start) / 2 (=65 ALERT for immediate help!)/ 1 (=not passing work, student's success seriously at risk)**

About Assignments

In-class writing activities: At various times during class, we will complete in---class writing assignments, many of them discovery techniques (brainstorming, free writing, etc.) to help generate ideas for essays. **These in-class writings cannot be made up; missing class, means missing these points.**

Peer Editing Drafts: Students will be required to share a fairly complete draft of all of the major writing tasks the class period before the final draft is due. These drafts will be read by other students and **must be typed** to earn full credit.

Graded Assignments

All writing tasks to be graded must be submitted in MLA format – typed, double-spaced, 12-point Times New Roman (or Arial). See OWL link on class page and the Appendix in RW p.156 & 157 for a brief guide and sample pages from an MLA---formatted student paper, including use of *header* to be sure *each* page contains student’s name.

Three Major Essays: Each final draft must have a *title*, and in the top left corner of the page must be the student's name, date, course info. and assignment name, as MLA style requires. Please staple the required parts as a packet *before class with final draft (or preface) on top, then the working draft, and any other parts underneath.* (Inattention to this format will earn points off...). This packet of materials must be in a 9x12 manila envelope with name, etc. in top left of address side.

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Topics and Assignments

Week 1 basics of reading, summarizing, responding, citing, vocabulary, MLA

Week 2 reading for meaning—narratives—written response/analysis of reading/ loop for topic exploration—thesis structuring—sentence error and correction review

Week 3 story chart, tiered notes, responses to reading in RW and handouts--- draft of Essay1

Week 4 peer edit of E1 (narrative essay), revising and turn in final version/packet of all developing stages

Week 5 Read CP p 24---33 respond in writing (MLA) to questions on p. 31---33 study, loop for E2

Week 6 understanding expository writing, thesis, reasons, evidence—citing—using a source Week

7 reading/summarizing in RW, chapter 7, peer edit of E2, conferences, revising, turn in final version/packet of all developing stages

Week 8 Position paper (E3) elements, review thesis/position, finding sources, citing—explore for topic

Week 9 Analyze sample position essays—color---code elements, refine E3 topic, rough draft.

Week 10 peer edit 1 of E3, conferences, revising

Week 11 peer edit 2 of E3, turn in final version/packet of all developing stages, review for final.

Assessment

Main graded papers: There will be 3 main graded papers under 1000 wds. Each will focus on a certain kind of essay and set of skills. Ten short assignments under 300 wds. each will allow for practice of the skills and understanding each main paper requires.

Exams/Quizzes There will be small quizzes as needed to encourage and measure gains in important concepts, vocabulary and assignment completion. The final exam will count 5% of the course grade with the main graded papers and shorter assignments making up the majority of evidence of student comprehension.

COURSE POLICIES AND ADVICE

Late work (not in class writing) *may* be accepted IF THERE HAS BEEN ARRANGEMENT FOR IT, but will lose points. Specifically, no late work will be eligible for a grade above “B” and **late assignments must be submitted within one week of the due date** to receive credit. On---time assignments will be graded ahead of late ones. In---class assignments, including peer review drafts, must be completed by the end of the class period in which they are assigned.

Other Policies: See [Examples of Course Policies, Expectations and Agreements](#)

Attendance and Participation

Since there will be a number of in-class writing activities, and we will use small group workshops as a major component of teaching and learning writing, attendance is mandatory. Each unexcused absence will cost 5 pts. Arriving more than 15min. late or leaving more than 15 min. early will equal one absence. **Also**, students must complete all course work to be eligible for a passing grade in this course. Students should arrange with another student in class to take notes. The class web site will have course materials, assignments, etc. for access from any

internet computer. **It would be wise to have the name and email of at least one classmate who is willing to share notes with you.**

Conduct and Behavior COCC college personnel expect all students to behave appropriately in the college classroom. This means that one must at all times show respect for fellow classmates and one's instructor. Common courtesy is essential to a productive learning environment for all students. **Any disruptive behavior in the classroom may result in suspension and possibly being referred for discipline. Disruptive behavior may include: willful disobedience, habitual profanity or vulgarity, disruptions of teaching, dishonesty, cheating, etc.** Also, **please turn off all cell phones and pagers.**

Plagiarism Statement

Plagiarism—intended or not—is considered a serious academic violation of intellectual property rights, and is a breach of personal ethics. Such carelessness will earn your written assignment an automatic “F.” The second instance of cheating or plagiarism will result in a removal from the class. To easily avoid these pitfalls consult OWL or any handbook on writing. ALWAYS state the source of the material to be safe.

Grading standard: Each major graded essay will use a scoring form to indicate what values various aspects of the essay will have. The scoring forms are available to students before the due dates, to help with their final revisions. Grammatical and mechanical correctness always carry the main weight of the final score, even as the features of each essay are also evaluated for conformity to the assignment. Originality and independent, critical thinking are crucial to any writing for the class.

The following Grading Scale will be used in this course:

A 93---100 Exceptional – Work is technically correct, responds accurately to the assignment, shows probing thought and insight.

A--- 90---92 Superior –see marks for areas to work on

B+ 87---89 Excellent ----- see marks for areas to work on

B 83---86 Very good----- see marks for areas to work on

B--- 80---82 Good ----- see marks for areas to work on

C+ 77---79 Better than satisfactory ----- see marks for areas to work on

C 70---76 Satisfactory ----- see marks for areas to work on

D 65---69 Just Passing ----- see marks for areas to work on

F 0---64 Not passing

Final Exam: TH 12/14/17 10:15am-12:15 pm

Students Rights and Responsibilities:

Please read the [Students Rights and Responsibilities](#) handbook.

Americans with Disabilities Statement:

Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term. Students may contact COCC Disability Office in Boyle Education Center to discuss special needs, 383-7583

COCC Non---Discrimination Policy:

Central Oregon Community College is an affirmative action, equal opportunity institution.

It is the policy of the Central Oregon Community College Board of Directors that there will be no discrimination or harassment on the basis of age, disability, gender, marital status, national origin, race, religion, sexual orientation, or veteran status in any educational programs, activities or employment.

Persons having questions about equal opportunity and non---discrimination, please contact Human Resources for referral to the appropriate personnel, 383---7236.

Depending on the course content (e.g. Massage Therapy or Nursing), it may be advisable to include the following:

Student Insurance:

Students are not covered by medical insurance while on campus or involved in college classes and activities. Students are responsible for their own medical and dental insurance coverage.

*Life is not
about
finding
yourself;
it's about
creating
yourself.*

-GEORGE B. SHAW—PLAYWRITER