

WR 50 (formerly WR 39B) / WR 45 (formerly WR 37) : Critical Reading & Rhetoric

AY 2019-2020 SYLLABUS

Writing 50 (formerly WR 39B), Critical Reading and Rhetoric, is the first of two required lower-division writing courses at UC Irvine. It is a four-unit course that may be taken pass/no pass unless your department requires that it be taken for a letter grade. WR 45 (formerly WR 37) is an extended version of WR 50 and enrollment is limited to invitation by the Composition Program.

Both WR 50 and WR 45 include close reading and writing analytical essays for an academic audience, as well as writing across genres; the reading and writing practices you'll learn in this course will help you succeed in your other courses and will prepare you to engage responsibly and effectively in the university community.

REQUIRED TEXTS AND RESOURCES

- *Course Books/Texts TBA by your instructor*
- *The Anteater's Guide to Writing and Rhetoric*, 7th ed. (AGWR)
- *Canvas online class environment*

PREREQUISITES

Before enrolling in WR 50, you must have satisfied all Academic English/ESL and UC Entry Level Writing requirements or passed (with a "C" or better) either WR 40 (formerly WR 39A) or a S/A designated section of Humanities Core. If you are unsure of your status, check with the Program in Academic English/ESL in HIB 201 (824-6781) or the Composition Department in HIB 420 (824-9692).

FIRST DAY RULE

All students enrolled in first-year writing courses WR 45 (formerly WR 37), WR 40 (formerly WR 39A), WR 40A (formerly 39AP), WR 50 (formerly 39B), and WR 60 (formerly WR 39C) are REQUIRED TO ATTEND THE ENTIRE FIRST CLASS MEETING. Enrolled students who do not attend THE ENTIRE class on the first day WILL BE DROPPED from the instructor's roster and their spot will be given away.

If you lose your place, you must manually drop this course yourself by submitting an authorization code to the Registrar by the end of the second week of classes. If you do not drop the course, you will receive an F. This policy has been approved by the Composition Director and by the Executive Committee of the School of Humanities in order to allow instructors to admit students on the wait list in time for them to keep up with the course.

DROPPING/ADDING/GRADE OPTIONS

If you want to add, drop, or change your grade option for this class, it is your responsibility to obtain an authorization code from your instructor.

ADDING: If you signed up for the online waiting list for a particular section on the Registrar's site, please note that these lists expire after the registration period. Once classes begin, the way to add a class is to attend the section you want to add on the first day of instruction: if there are any seats available, and if your instructor agrees to add you to a class, you will be given an add code that you can then use at WebReg to register for the course. You can also get help finding a section to add in the Composition Office (HIB 420, 949-824-9692), as they have the most up-to-date information on which sections have open seats.

DROPPING: If you want to drop during the first two weeks, ask your instructor for a drop code that you can use at WebReg to drop the class. *You will not be dropped automatically if you simply stop attending class.* You must use the Composition Office authorization codes for all drops, adds or changes. Students who wish to drop this course must complete the drop in WebReg by the end of the 2nd week of classes. These deadlines are strictly enforced.

CHANGING GRADE OPTION: Request a code from your instructor to change your Grade Option (from Letter to P/NP or the other way around). NOTE: Students who wish to change their Grade Option to P/NP should first check with their academic counselors to make sure this choice is available to them. You may use the code to change your Grade Option until the end of Week 2. The Composition Office can assist students wishing to change their Grade Option between weeks 2 and 6. After week 6, students must see the Humanities Office staff.

EXCEPTIONS: If you would like to petition for a drop based on extenuating and documented circumstances, you must submit a petition at the **School of Humanities website**.

FAILS/REPEATS

If you earn a final grade of C- or lower in any writing course at UC Irvine, you must repeat that course. If you have pre-registered (enrolled) for WR 60 and then learn that you must repeat WR 50, remember to drop WR 60 as soon as possible. If you are repeating a course, tell your current WR 50 instructor at the beginning of the quarter. When you repeat and pass the course, that passing grade will replace the earlier failing grade in your transcript.

PLAGIARISM

Please read the university policy on Academic Integrity on UCI's Office of Academic Integrity and Student Conduct website. Submitting a paper that is based on the words and/or structure of another student's work or submitting a paper that includes researched information that is not properly cited is plagiarism, and thus, grounds for failure in the course. All information borrowed from print or electronic sources must be identified. Failure to do so is theft. Copying a sentence and changing a word or two does not make the ideas or the information yours. Deliberately altering data to fit your thesis is also a form of cheating. *Plagiarists fail the course and have their offense recorded in their School and in the School of Humanities.* Violations of academic honesty can affect a student's graduation, financial aid, and eligibility for honors. The Composition Program deals with plagiarism cases every quarter, even though most people do not hear about them. No matter how pressured you feel, do not plagiarize; it is not worth it. Note: submitting the same work for more than one class without notifying the instructor is considered plagiarism at UCI.

OVERVIEW OF ASSIGNMENTS / GRADING

Overview of Assignments

- Class Community: Participation, Discussion, and Peer Review
- Critical Reading Exercises
- Rhetoric-in-Practice Exercises
- Assignment 1: Rhetorical Analysis Essay (RA) *
- Assignment 2: Rhetoric-in-Practice Project (RIP) *

* These final assignments must be included in your final, cumulative portfolio (see below).

Grading Percentages

- Class Community: Participation, Discussion, and Peer Review (10%)
- RA Essay (40%)
- RIP Project and Final ePortfolio (50%)

Class Community Assignments

We cannot learn to speak, read, or write in a vacuum. Because these are inherently social practices, we must practice speaking, reading and writing in the society of others. Therefore, this class will be conducted with a workshop atmosphere; your full participation in the class community is extremely important. This part of your grade includes, but is not limited to:

- **Attendance, Class, and Group Participation.** This part of your grade includes attendance, arriving to class on time, having the required reading/ work completed, and participating in the ongoing discussions of class readings and assignments (both in class and online); it also includes meeting deadlines and effective participation in group assignments.
- **Critical Reading (CR) Exercises.** Critical Reading Exercises are informal writing assignments that help you start practicing the rhetorical skills you need for the rhetorical analysis essay. These short assignments will look at the rhetorical triangle and help you delve into genre and context of the texts that you're reading. These exercises could lead into possible topics for your rhetorical analysis paper so you should be as insightful and creative to experiment here in how you can really think through the challenges of the paper. Make sure that you quote, cite, integrate and analyze appropriate selections from the text. Your instructor will have specific prompts for you to answer for these exercises.
- **Rhetoric-in-Practice Exercises.** Just as the Critical Reading Exercises prepare you for the Rhetorical Analysis Essay, the Rhetoric-in-Practice Exercises prepare you for the RIP project. Here, you'll get to experiment in writing in different genres through imitation to analyze a genre through constructing it yourself. You'll concentrate on rhetoric from the practical side and consider your message, audience, context, genre, and ethos as a rhetor. Your instructor will have specific prompts for you to answer for these exercises.
- **Weekly Reflection Writing.** Your instructor will assign weekly low-stakes writing that responds to A) the course readings and B) your own writing. This writing will be posted to the Canvas class environment, where you'll be required to respond to your classmates writing, and to further the class discussion. Your work on these assignments will be assessed on the detail, depth and risk you take in your writing, not on length. (Keep in mind, though, that very short reflective writing often skirts the important, difficult questions at hand.)
- **Peer Editing and Responses.** You will turn in exploratory writing and working drafts of all formal assignments, and you'll be required to provide both written and verbal commentary to classmates. This commentary is an important part of learning to develop your own writing, and giving cursory or perfunctory responses will hurt your grade as well as your development.

Exactly how your instructor assigns and comments on various small assignments in this category will, by necessity, vary from class to class. Please do not assume that this part of your grade is "extra," and won't count toward your success in this class. All participation, presentations and short writing

assignments are designed to help you succeed on your longer assignments. Failure to complete these assignments will have an impact on your success in the class (as well as on your final grade).

Rhetorical Analysis Essay

A thesis-driven analysis of an aspect of rhetoric in an assigned text, written for an academic audience. Your instructor will provide more information about the particulars and the focus for this essay.

- Multiple drafts, peer review and revision are required elements of the assignment; failure to complete parts of the process will lower the final grade.
- The final essay should be a minimum of 1500 words in length and be presented in MLA format, including a Works Cited page.
- A minimum of 3 secondary sources must be used to develop the essay (not including the text being analyzed).

Rhetoric-in-Practice Project and Essay

For this project, you will select a purpose and audience that addresses the class theme (or responds to one of the class texts). You will then select an appropriate genre for this project, and demonstrate your rhetorical know-how by making appropriate rhetorical choices for this situation. Building on these, you'll create your own text that fulfills this purpose and message.

RIP projects should be a text-based genre, but can be creative, hybrid genres. Practice possibilities in your RIP exercises and take risks to find out what might be the best way to express your message. Your instructor may suggest specific directions that relate to your class readings; please ask your instructor for more details.

You will then write a companion essay that describes your creative and revision process, analyzes the rhetorical choices you made and assesses your success at meeting your goals in this project.

- Multiple drafts, peer review and revision are required elements of the assignment, and are counted toward the final grade; failure to complete parts of the process may result in a failing grade.
- The Project should contain a minimum of 1000 words of written text, though the length of the Project will vary depending on its genre and purpose.
- The Essay should be a minimum of 1000 words in length.
- The Essay should be presented in MLA format, including a Works Cited page. A minimum of 3 sources must be cited in the essay.

E-Portfolio

The final ePortfolio is the capstone assignment of Writing 50. It asks you to introduce and contextualize your work from the quarter, and to use that work to make a convincing argument about your performance in the course.

In WR 50, not only is your work important, but also your rhetorical awareness of the choices that you make in your writing and learning. The ePortfolio assignment is intended to help you reflect on the writing process throughout the course. Throughout the course, you will be given the opportunity

to develop your reading and writing expertise, and we expect that regular writing, reflection, and revision should be part of that process. In the final portfolio, you will show your critical thinking about rhetoric and genre through the work you have produced throughout the quarter.

Your final portfolio will contain:

- Final drafts of your RA and your RIP Project. These major assignments should be clearly organized and labeled.
- A *selection* of process work (including in-class writing, critical reading exercises, RIP exercises, and drafting) – clearly organized with commentary (captions or annotations) analyzing the role these assignments played in your process.
- A portfolio introduction that makes a convincing argument about your performance in the class and analyzes all of the work you have included in the portfolio.

Detailed prompts, objectives and rubrics will be provided to you in the Canvas class environment.

IMPORTANT FORMS FOR WR 50

There are some important forms (Consent to Reproduce and Publish / Academic Honesty, Plagiarism, Turnitin) that you need to fill out for this class that are available online:

www.humanities.uci.edu/comp/forms/

You can access these forms at the URL above. Please make sure you complete these forms by the end of the first week of class.

REQUIREMENTS / COURSE POLICIES

- *All assigned draft(s) must be turned in as scheduled in order to meet the benchmarks of the class and to receive timely feedback.* You may be asked to hand in print copies of drafts; you may also be asked to keep a digital portfolio of all your writing work in this class in an online course environment. Ask your instructor for more information.
- *Excessive absence from class is grounds for failure.* Most WR 50 instructors consider missing more than 10% of the scheduled class sessions to be excessive.
- Late papers may not be accepted. Please speak with your instructor ahead of time if you fear you may not be able to meet a deadline. *Failure to hand in any essay or short writing assignment is sufficient grounds for failure in the course.*
- Failure to upload your final essays to Turnitin by the assigned deadline (or uploading a draft that is different than the one turned in to your instructor) is grounds for failure in the course.
- You must have access to a computer and the internet to complete many of your writing assignments. If you do not have access to a computer, check out the [drop-in Computer Labs across campus](#).
- For all UCI writing courses, a final grade of C or above satisfies the writing requirement. If you earn a final grade of C- or lower in any writing course, you must repeat that course and you must drop your enrollment in the next course in the sequence.
- You must receive at least a C average for the RA and RIP / final portfolio in order to pass the class.

- If you are repeating WR 50, you may NOT resubmit the same papers. Resubmitted papers from a previous WR 50 will receive a non-passing grade. Additionally, you may not submit work that you did in WR 40 for your WR 50 assignments.

RESPECTING YOUR INSTRUCTOR'S TIME

At a research university such as UCI, instructors have many responsibilities and demands on their time in addition to teaching, and they are not available to students at all times. In addition to grading your work in a fair and timely manner, your writing instructor is responsible for being in class on time, using class time effectively, providing two office hours per week, and spending limited time (about 1 hour a week) on email feedback to student questions.

Here are some methods of respecting your instructor's time outside of class:

- When you attend office hours, bring some focused questions with you.
- Focus email questions as clearly as possible.
- Avoid emailing your instructor about matters that can be addressed in class time or office hours.
- Do not send email drafts or final papers to your instructor, or attach drafts or final papers to an email message to your instructor, unless you have been requested to do so.
- Call or email your instructor ASAP if you cannot show up for a scheduled appointment.

HOW TO DO WELL IN WR 50

- *Be prepared to invest time in writing and reading.* To do well in any course that involves extensive reading and writing, you have to schedule adequate time to do the required reading and writing.... and you have to train yourself to not put off assignments until the last minute. Count on spending at least **2-3 hours outside of class for every hour in class**. This means you should **expect to spend at least 6-12 hours each week working on out-of-class assignments**. Expect to read 100 to 150 pages per week, and expect to write somewhere between 500 and 1,000 words each week (one double-spaced, typed page is 250 words).
- *Be curious about your course texts.* The more you read about, know about, and understand a topic, the better your writing about it will become. Develop a sense of curiosity about the genres you're reading and writing about this quarter. Look for instances of it in your everyday life, and practice the reading skills you've learned on all the texts you encounter.
- *Don't procrastinate.* Most students find that the class work becomes much more manageable if they start their reading, writing and revision early, and devote a little time each day to the process. Those students who delay their drafting process until the last minute usually regret it.
- *Get help when you need it.* Most students find it useful to start working on papers early, to write more than one draft of the essay, and to attend office hours to get individual attention. Many successful students also find the services of the UCI Writing Center (<http://www.writingcenter.uci.edu/>) to be very helpful. This Center offers a range of services including workshops and individual tutoring tailored to your course and to your needs. As with all the work for this class, however, plan ahead! The Writing Center and Tutors become very busy around due dates, as students from all the other writing classes will be requesting appointments as well.