

WRIT 015-020: WRITING & CULTURE

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|---------------------|--------------------------|
| TIME | M-TH, 3:30-5:25 PM |
| LOCATION | Intercultural Center 216 |
| INSTRUCTOR | Schuler Benson, Ph.D. |
| EMAIL | jb3097@georgetown.edu |
| OFFICE HOURS | Virtual by appointment |

WELCOME TO WRITING & CULTURE

Communication creates an invaluable foundation for invention, maintenance, and growth in every academic discipline. Oddly enough, in the American higher education system, written communication is often relegated to being taught mostly in English departments. Writing, however, is far too vital and ubiquitous to be shoehorned into one tiny corner of the humanities. Across a four-year undergraduate degree, students will be required to write competently across a number of disciplines, as well as to conduct quality research that supports what they have to say. This course is designed to foster the learning conditions required to prepare for those eventualities. Throughout the semester, students will think critically about a topic of their choosing as they research effectively and write persuasively for academic audiences and beyond.

CORE PRINCIPLES

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| Writing is an iterative process of planning, drafting, and revising. |
| Writing is a social practice of responding, engaging, and persuading. |
| Writing is a rhetorical strategy for analyzing, designing, and communicating. |
| Writing is a reflective method for exploring, inquiring, and learning. |

REQUIRED MATERIALS

- Harris, Joseph. *Rewriting: How To Do Things With Texts*, 2nd edition
- Lunsford, Andrea. *EasyWriter*, 8th edition
- Canvas access
- Google Drive access via Georgetown account
- Laptop computer (bring to every class)

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GRADE BREAKDOWN

| ASSIGNMENT | POINTS OUT OF 100 |
|---|-------------------|
| Topic Exploration Essay (TEE) | 10 |
| Annotated Bibliography and Proposal (ABP) <ul style="list-style-type: none">• Annotated Bib - 10• Proposal - 5 | 15 |
| Researched Argumentative Essay (RAE) | 20 |
| The Big Twist <ul style="list-style-type: none">• Protocol - 3• Pitch - 4• Project - 4• Presentation - 4 | 15 |
| Final Portfolio (FP) <ul style="list-style-type: none">• Revision Commentary Essay - 3• Course Reflection Essay - 3• Working Bibliography - 3• RAE Final Draft with revision annotations - replaces original grade• RAE Labor Log - 1 | 10 |
| Participation <ul style="list-style-type: none">• Participation - 20• Summary Logs - 2• Class notetaker - 2• Scratch Pad - 1• Peer Review - 5 | 30 |

COURSE POLICIES / STUDENT RESPONSIBILITIES

Caveat - Should events prove them lacking, I reserve the right to change any of the following policies and/or responsibilities.

Attendance vs. Participation - Attendance in this class is mandatory. Almost every meeting will contain in-class writing prompts and activities that cannot be made up. If you don't attend, you can't participate. If you can't participate, you can't pass the class.

The 3-2-1 Strategy - In previous classes, you may have been introduced to the 3-2-1 reading strategy. This class features a version of the strategy more attuned to the specifics of this class. For each reading you complete, come prepared for class discussion by completing the following:

- Find three connections between the piece we've read and three other texts. These three other texts can include other school-related readings, but they can include other things, too. Think of connections between songs, memes, restaurants, TikTok videos.
- Come up with two questions you have about each text you read. What questions can we ask to help us get a more comprehensive understanding of the text? What questions can we ask to help us effectively contextualize a text within our own purposes?
- Come up with one thing you learned. Even if you're familiar with the concepts and terms from a text, if you read it in the past then you've changed since then! What's different this time around?

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Attendance - This is a writing- and discussion-based class. There's not much lecturing and there are no PowerPoint presentations. It is essential that students attend every class meeting.

- Excused absences must be accompanied by appropriate documentation submitted in a timely manner. For more about excused absences, consult the University's [Academic Regulations](#).
- Excused absences do not excuse in-class work missed due to absence.

Punctuality - Attendance will be taken at the beginning of each class. Students who aren't present when attendance is taken will be marked absent. Students who show up late are responsible for reminding me after class to change their mark from absent to late; this contact with me is required on the day of the late arrival. In the event a student fails to notify me of a late entry on the day, the absent marking will stand. Students who arrive ten or more minutes late will be counted absent.

Late work - Late work is only accepted when arrangements have been made beforehand, and not all assignments can be made up. Late work submitted without a prior arrangement will not receive credit.

Courtesy - This is a discussion-based course, so we'll be interacting with each other quite a bit. Conversation can go in a number of different directions, not all of which are low-stakes or totally comfortable for everyone in the room. Please extend human empathy and scholarly courtesy to fellow students and to me. Disrespect or hostility toward other students will be met with consequences.

Canvas - Aside from the required texts, everything students receive and submit in this class will take place on Canvas. Students should become familiar with Canvas before the semester begins. *Students are required to check Canvas every single day.* I will communicate with the class via messages in Canvas, and these messages do not necessarily get forwarded via email. If you don't check Canvas daily, you may miss important messages and updates.

Google Drive - Students must use a Google account to access course materials on Drive. Many Canvas assignments and documents link directly to Google Drive. *Under no circumstance should students alter any documents accessible on Google Drive unless expressly instructed to do so. Altering or deleting material created by me or other students will result in consequences.*

Email - Email any time, and I'll usually respond within one business day. Please include in each email a subject line that contains your last name and your class's section number FIRST, followed by a colon and a brief description of the email's subject. This is how I keep track of student correspondence, which is necessary for proper record keeping. Students who don't observe this protocol will get one warning, and after that their improperly-formatted messages will not be read. *My email is jb3097@georgetown.edu.*

Plagiarism - Please read the Honor Council's "[What Is Plagiarism?](#)" closely, and be sure to ask me if you have any questions. Violations of these policies are taken seriously and will be met accordingly.

Accommodations - I am happy to work with any student who requires accommodations in order to get the most productive possible experience out of this course. Students requiring accommodations should notify me with a letter from the Academic Resource Center. Timely notification (as in the first week, if possible) is required.

- To register with a disability or for questions about disability accommodations, contact the Academic Resource Center at (202) 687-8354 or arc@georgetown.edu. For more information, visit [Disability Support Services](#).

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SUMMER I 2023 SCHEDULE

This calendar includes daily reading assignments, class discussion topics, and due dates for submitted work. Additional assignments will be announced in class, *and this schedule is subject to change at any time*. In the event changes are made, students will be given notice.

All readings are mandatory. All readings not located in *Rewriting* will either be located in the text's corresponding module folder on Canvas or provided via URL in the schedule below. If texts don't have page numbers written next to them in the schedule below, plan on reading the entire document.

Key: **EW** = **EasyWriter**
CA = **Canvas**
SOC = **Start of class**
EOD = **End of day (11:59PM EST)**
SA = **Short assignment**
SL = **Summary log**

| WEEK | DATE | TO COMPLETE BEFORE CLASS | WHAT WE'RE DOING IN CLASS | ATTENTION |
|------|---------------------------|---|---|-------------------------|
| 1 | 7/10 — Begin Unit 1 | Read the syllabus in its entirety. <i>EW</i> : "A Writer's Choices" (7-10), "Reading and Listening Analytically, Critically, and Respectfully" (42-49) | Discuss : Introductions, preferences, syllabus overview, 3-2-1, Google Drive connection; <i>EW</i> ; Semester Project Rationale Practice : Rhetorical terms and concepts, Rhetorical Analysis, Narrative style | |
| | 7/11 | <i>Rewriting</i> , Introduction (1-13) <i>EW</i> : "Research" (84-116) | Discuss : <i>Rewriting</i> , <i>EW</i> Practice : Research 101 Assign : TEE | |
| | 7/12 | <i>Rewriting</i> , "Coming To Terms" (14-33) | Discuss : <i>Rewriting</i> Practice : Coming To Terms with student writing | |
| | 7/13 | <i>EW</i> : "Developing Paragraphs" (14-16), | Practice : Paragraphing/MEAL, MLA Style | |
| 2 | 7/17 — Begin Unit 2 | <i>EW</i> : "Considering Stance and Tone" (9), "Reading Vertically and Laterally" (94-96), "Creating an Annotated Bibliography" (107-109) | Discuss : <i>EW</i> Practice : Annotations, Pitches and Proposals Assign : APB | Due : TEE by SOC |

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| | 7/18 | <i>Rewriting</i> : “Forwarding” (35-54) | Discuss: <i>Rewriting</i> Practice: Forwarding in student writing | |
| | 7/19 | <i>Rewriting</i> : “Countering” (55-73) | Discuss: <i>Rewriting</i> Practice: Countering in student writing | |
| | 7/20 — Begin Unit 3 | <i>EW</i> : “Working with Quotations, Paraphrases, and Summaries” (103-106) | Discuss: <i>EW</i> Practice: Quoting, paraphrasing, summarizing Assign: RAE | Due: ABP by EOD |
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| 3 | 7/24 | <i>Rewriting</i> : “Taking an Approach” (74-98) | Discuss: <i>Rewriting</i> Practice: Taking an approach in student writing | |
| | 7/25 | CA: Synthesizing Sources | Practice: Synthesis | |
| | 7/26 | <i>Rewriting</i> : “Revising” (99-124) | Discuss: <i>Rewriting</i> , Rhetorical terms and concepts (Redux) Practice: Revising vs Editing Assign: Peer Review Protocol | |
| | 7/27 | CA: Peer Review Protocol | Practice: Peer Review | Due: Revision Memo by EOD |
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| 4 | 7/31 — Begin Unit 4 | <i>Rewriting</i> , “Remixing” (125-143) | Discuss: <i>Rewriting</i> Assign: TBT | Due: RAE by EOD |
| | 8/1 | CA: Multimodal samples | Discuss: Multimodal argumentation Practice: Genre | |
| | 8/2 | CA: Ball, et al., from <i>Writer/Designer</i> <i>EW</i> : “Creating Presentations” (78-82) CA: “The Big 4” | Discuss: Ball, Big 4 Practice: Audiences across modes | |

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| | 8/3 | | Practice: Gimp tutorial, podcast tutorial, video editing tutorial | |
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| 5 | 8/7 | | Practice: Reverse-Engineering a Campus Flyer | |
| | 8/8 | | Practice: TBT Peer Clinic | |
| | 8/9 | | Discuss: Academic Argument vs. Multimodal Argument (In Retrospect) | Due: TBT by SOC |
| | 8/10 | CA: Rule, "Transfer" | Discuss: Transfer Practice: Where Are You Headed? | |
| | 8/11 | | Discuss: Course wrap-up Practice: Final Portfolio Emergency Clinic | Due: Final drafts by EOD |