COURSE OVERVIEW
This course is designed to help students explore the writing process with particular focus on the expectations of the college classroom. We will discuss academic conventions and practices, including research methods, use of sources, documentation, and argument. The class will serve as a writing community in which to discover writing strategies and share written work. Assignments will involve students in the kinds of close reading, drafting, revision, and oral presentation practices that will allow them to enter into academic discussions on the page and in the classroom. Students will write often and meet regularly with the instructor to discuss the writing.

REQUIRED TEXTS
Writing with Style, (3rd edition) by John Trimble

Additional readings will appear on Blackboard (Bb) throughout the semester. You are required to PRINT and bring hard copy to class. I will be expecting you to annotate and/or produce notes for all readings. The traditional way to do that is to print the article and write on the hard copy. If this is a particular hardship for you, please come see me in the FIRST WEEK OF CLASSES.

COURSE GOALS
This course is designed to help you
• improve your writing skills for college academic work;
• recognize the conventions of academic assignments;
• learn the conventions of academic writing;
• develop research and documentation practices;
• learn to use outside sources properly within your own writing;
• strengthen your critical thinking skills, as a reader and a writer;
• recognize the importance of audience;
• evaluate and revise your own work and the work of others;
• participate in constructive discussions about writing;
• appreciate and enjoy the writing process.

PRINCIPLES AND METHODS: Practice, Feedback, and Revision

A) PRACTICE
Like athletes, musicians, and painters, writers develop skills through trial, error, feedback, and close attention to what does and does not work. Proper practice leads to progress and confidence. In this course, you will write often and in a variety of ways. You will learn to identify elements of writing, and you will be asked to try out a number of writing strategies and modes. You will also be reading and discussing essays as a way of observing rhetorical methods at work in published writing. By sharpening your critical thinking skills and attending to language as a reader, you will hone your writing strengths.
B) FEEDBACK
The workshop component of the course requires you to share your writing with others. You will give and receive various kinds of feedback. Discussion of your work—with classmates, Writing Associates, and the Instructor—will help you assess how effectively your writing conveys your intentions and ideas. You will be asked to engage thoughtfully and respond to the work of your classmates. While you may wonder if you are properly qualified to comment on someone else’s paper, consider this: you are already an experienced reader and writer. So, use that experience to be as helpful as you can. I will often provide Peer Response worksheets to guide your feedback, but that should never limit what you have to say to a writer. Try to be both honest and encouraging when giving feedback. To maximize a workshop’s usefulness, you will all have to develop ways to express your ideas respectfully and constructively. You may be surprised by how much you learn about writing from offering feedback to classmates.

C) REVISION
After typing the last few words of your draft, you may leap in jubilation, shouting: “Yes! I’m finished.” Unfortunately, in writing, once is rarely enough. While the completion of a first draft is certainly worth celebrating, it does not mark the end of the writing process. In fact, it generously allows a new beginning, a re-vision that can now shape the piece or writing with a sense of an integrated entirety. Be prepared to go back to the proverbial drawing board. Let go of the belief that starting over indicates a wasted first effort. On the contrary, a flawed first draft is the start of a new and improved essay.

COURSE POLICIES & PROCEDURES

HOMEWORK: Assignments are generally due at start of class, unless stated otherwise. The syllabus reflects the day assignments are due.

ESSAY PREPARATION: On designated “Workshop” dates, please note how many copies of your essay are required—generally, at least two hard copies. Essay drafts should be double-spaced (“1.5 line” spacing is fine, and double-sided printing is encouraged to save paper). Final drafts of essays must be carefully revised, typed and double-spaced (which leaves room for comments and edits) on 8.5” x 11” white paper in 11 or 12-point font with 1” margins. The most polished/recent draft should always be on TOP of earlier drafts. For your own writing habit, use “Save As” to rename various drafts as you go along so that a) you have an electronic trail of your progress, and b) you don’t lose cuts you later wish to reclaim.

REVISIONS: Essays will generally receive feedback from class members, before a grade is assigned. You may revise once after a letter grade has been assigned on most assignments. However, for a reassessment (new grade), the revision must be accompanied by:
   1) the previous graded draft with teacher comments.
   2) a clear and specific notation (A, B, C) in margins or right in text of where you made significant changes
   3) a letter-by-letter explanation of the changes
   4) an overall explanation of the most significant improvements in the revision

IMPORTANT CONCEPT: a corrected draft is not the same as a revision.

CLASS PARTICIPATION: A portion of your grade will be based on your preparation for class and participation in course activities. In order to receive an A or a B in these areas, you must do more than attend class. You must demonstrate that you have been keeping up with the readings, preparing written homework assignments, annotating thoughtfully, peer editing with attentiveness, and then verbally contributing to small group works and class discussions.
**LATE WORK:** On workshop days, missing work prohibits full participation in the writing process and will be reflected in your preparation grade. For turning in polished drafts and revisions, deadlines may be individually adjusted if a reasonable request is made **in advance of the due date.** It is best, if you do feel the need to request an extension, that you demonstrate your own good planning and ask for a specific extension deadline. For instance, “I have a quartet rehearsal that runs 1-5 on Thursday, so it will be hard for me to meet the 4:00 deadline. May I have a deadline extension until 9:00 p.m. Thursday night? I could e-mail you a final draft by then, and drop my hard copy and drafts in your mailbox by 9:00 a.m. on Friday morning.”

**ATTENDANCE IS REQUIRED.** You are expected to attend all class meetings. In general, **only family emergencies and serious health issues will merit an excused absence.** If you do miss class—for any reason—you are responsible for finding out what you missed from a classmate, completing the work, and handing it in with a note with the date it was due and the date you are submitting it. In general, work should come in within a week of the absence. Also, it is good form to communicate directly with the Instructor as early as possible about the general reason for the missed class and your make-up plan for material covered and deadlines missed. (My email address is: nboutili@oberlin.edu) **CONSEQUENCES of missed classes are noted in the GRADING section below.**

**Recap:** Making up all missed classroom learning, activities, and work is your responsibility; when you show me the make-up work, I will “unzero” your preparation for the day, because you prepared to learn without being there. (Note: It’s not a good idea to ask a professor “Did I miss anything important?”)

**OUTSIDE SESSIONS REQUIREMENT:** In addition to attending class, you are required to attend at least 6 Outside Sessions as follows:

The other four should include:
- TWO sessions must be a visit to the campus WRITING CENTER in Mudd.
- TWO sessions must be with our class WRITING ASSOCIATE whose name is: ____________________.

The remaining TWO can be any combination of the following:
- a) a interview with a professor about writing in a particular academic discipline;
- b) a discussion about a paper of yours with a professor outside of this course;
- c) a talk presented by a visiting writer;
- d) research appointments with college librarians;
- e) campus presentation related to writing;

**GRADING**

Your **ASSIGNMENT AVERAGE** will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Assignments 1</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments 2</td>
<td>20%</td>
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<tr>
<td>Assignments 3</td>
<td>20%</td>
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<tr>
<td>Assignments 4</td>
<td>20%</td>
</tr>
<tr>
<td>Homework/Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Participation (Outside Session Attendance)</strong></td>
<td>10%</td>
</tr>
</tbody>
</table>

**ASSIGNMENT AVERAGE** 100%

Your **FINAL COURSE GRADE** will be determined by both your **ASSIGNMENT AVERAGE** and the **PERCENTAGE OF CLASSES** you attend. As long as you attend 90% of our class meetings or more, you will get the full 100% of your Assignment Average as your final grade. There is a 10-pt grace with this formula. If you attend 82% of the classes, your **ASSIGNMENT AVERAGE** will be multiplied by 92% (your 82% + grace 10% for 92%).
EXAMPLES: if you earn an 88% Assignment Average and attend 92% of the classes, your final course grade will be the full 88%, or B+. However, if you have an 88% Assignment Average, and attend only 75% of our class meetings, the 88% will be multiplied by 85% (75% attendance + grace 10%), which becomes a 74.8%, or a C.

If you have questions about this formula, feel free to inquire.

Graduation Requirements

**College of Arts & Sciences students:** The Rhetoric and Composition Program intends for this course to give students the writing instruction that will enable them to achieve certification in other Writing Intensive (WRi) or Writing Certification (WR) courses. It is possible that you might demonstrate sufficient skill in academic writing to earn certification in this course, but passing this course does not automatically entitle you to it.

**Conservatory of Music students:** Earning a “P” grade in this course satisfies the Conservatory Writing Requirement. Questions or personal concerns about writing requirement credit through this course should be brought to my attention early in the semester.

**Special Needs/Accommodations:** If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

**The Honor Code Matters:** Oberlin College’s student-created Honor Code is vital to the integrity of the work that all of us do in the institution. Acknowledging the influence of others (giving credit where credit is due) and understanding the academic customs and conventions of documenting one’s sources are fundamental writing skills for college and beyond. I expect you to read the Oberlin College Honor Code carefully. We will discuss how it applies particular kinds of assignments.

**The code is online at:** [http://www.oberlin.edu/studentpolicies/honorcode/](http://www.oberlin.edu/studentpolicies/honorcode/)

One element of the Honor Code is the requirement that you write and sign the following statement on your essays before turning them in:

*I affirm that I have adhered to the Honor Code in this assignment.*  
*– Nancy Boutilier*

No essay will be assigned a grade until it has this signed affirmation that the work is your own and that you have fully credited all sources. When you submit an assignment via email or Blackboard, type your full name after the Honor Code statement to serve as your signature and send it from your own email account.
RHET 100 / SEMESTER OUTSIDE SESSION REPORT
TURN IN AT MID-TERM & AGAIN ON LAST DAY OF CLASS

STUDENT NAME________________________________  SEMESTER:__________________

1. Writing Associate (WA) Meeting with __________________________ Date:________
   Issue(s) Addressed:

   Outcome(s):

2. Writing Associate (WA) Meeting with __________________________ Date:________
   Issue(s) Addressed:

   Outcome(s):

3. Writing Center (WC) Visit with __________________________ (staffer’s name)  Date:_______
   Issue(s) Addressed:

   Outcome(s):

4. Writing Center (WC) Visit with __________________________ (staffer’s name)  Date:_______
   Issue(s) Addressed:

   Outcome(s):

5. OTHER: __________________________ Date:_______
   Something you learned about writing from event:

6. OTHER: __________________________ Date:_______
   Something you learned about writing from event:
RHET 100 – Academic Writing for the American Classroom
Boutilier * Oberlin College * Fall 2014 * FIRST MODULE

MWF 1:30 * King 123

OFFICE HOURS in King 139: Tuesday 1:30-3:00 / Wednesdays 11:00-noon & by appointment (nboutili@oberlin.edu)

WEEK 1: Reflection
W 9/3: Introduction
F 9/5: Read Chapter 1, A Long Way Gone, by Ishmael Beah
Complete Questions (HW1)

WEEK 2: Narrative Perspective
M 9/8: Read Chapter 1, Radiance of Tomorrow, by Ishmael Beah
Complete Questions (HW2)

T 9/9: Attend Convocation with Ishmael Beah!!!

W 9/10: Discuss Adair Lara’s “How I Write About Myself”
Brainstorm memorable moments that directly or indirectly shaped your understanding of the world (HW3)

F 9/12: Introduction to the 4 Modes

WEEK 3: From Source to Citation
M 9/15: Workshop in Pairs ☐ Bring Draft A1 to class

W 9/17: SOAP: Clean Research in The Age of Misinformation
☐ Read 1-20 of Writing with Sources

F 9/19: Acknowledgement Practice
☐ Read 21-27 of Writing with Sources

WEEK 4: Research Basics: MEET IN LIBRARIES!!
M 9/22: Class meets in Science Library Mac Lab with Reference Librarian Megan Mitchell
☐ A1 Due in class in accordance with "Essay Preparation" on Course Description

W 9/24: Meet in our regular classroom: KING 123
☐ Read 29-54 of Writing with Sources

F 9/26: Class meets in Mudd Library Mac Lab with Reference Librarian Megan Mitchell
☐ Read The Week articles (Handout)
☐ Research Phase 1—bring to class listing of 2 primary and 2 secondary sources
WEEK 5: Finding and Using Sources

M 9/29: ☐ Bring in your complete notes (summaries, paraphrases, words and phrases you might quote) from at least three sources you plan to use in your article, as well as the complete bibliographic information on each of those sources.
☐ Bring The Week articles (Handout) as we may refer to them in class

W 10/1: To Paraphrase or Quote
☐ Read 55-74 of Writing with Sources

F 10/3: Group Day = Group 1 w/ Nancy in King 139
        Group 2 w/ Arianna in King Lobby
        Group 3 in classroom with one another

WEEK 6: Reporting
M 10/6: Workshop A2 ☐ Bring 3 typed hard copies of your Draft to class

W 10/8:
☐ Complete the online Honor Code Test that is posted on Blackboard

F 10/10: Group Day = Group 3 w/ Nancy in King 139
        Group 1 w/ Arianna in King Lobby
        Group 2 in classroom with one another

☐ Friday, 10/10 Assignment 2 Due by 5:00 p.m. on Blackboard as pdf. or Word doc

WEEK 7: Revision & Review
M 10/13: Group Day = Group 2 w/ Nancy in King 139
        Group 3 w/ Arianna in King Lobby
        Group 1 in classroom with one another

W 10/15: Writing for Exams

F 10/17: MT Review

FALL BREAK!!!