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Office Hours: Thursdays, 1-2 or happily by appointment

Course: English 304
Time: TR, 11-12:15
Location: Engineering 3534

English 304: Introduction to Composition and Rhetoric: Writing in the World

According to recent studies, writing is on the rise, while reading is on the decline. We spend hours of our work and personal lives texting, emailing, posting, and otherwise composing. What makes writing so economically valuable, so interpersonally engaging, and so darn difficult to do well? This class answers these questions, exposing students to several theories, based in the field of composition and rhetoric, about what it means to write: cognitive, socio-historic, rhetorical, technological, and pedagogical. We will test out these theories in our own writing and on our own writing lives, as students come to know themselves as writers and to more deeply understand the complexity of the pervasive contemporary phenomenon known as writing.

This course has four main goals:

- To define writing in its many contexts
- To synthesize, analyze, and develop theories about how writing circulates in the world and why it matters
- To produce a peer-reviewed publishable portfolio of writing about writing

Required Materials:

- Course packet, available from Bob's Copy Shop on Dayton and Charter
- Approximately 30-40 dollars for photocopying and printing expenses

To meet our course goals, we will engage in five main activities:

Reading: I have limited the reading each week to articles and book chapters that are generally short and, I hope, engaging (though some texts are more challenging than others). For this reason, I expect the reading to be done promptly and thoroughly. *We will often open class with a short quiz based on our reading, so that I can assess your engagement with the assigned texts.* Moreover, each text has been chosen to help you develop your other assignments, so that you can incorporate the reading into your emerging drafts.

Writing: We will write, workshop, and revise six short essays: (1) a definition of writing (1 page); (2) a personal essay (2 pages); (3) a talk- aloud protocol (2 pages); (4) a synthesis and critique of the theories we have read (1 page); (5) a final paper that makes an argument for why writing is hard, based on theories we have read and an interview (2 pages); (6) a cover letter to the portfolio (1 page). We will work on these essays in drafts, so *that there will be writing due most weeks.* (Drafts are due on most Tuesdays to be peer reviewed on most Thursdays, with final drafts usually due the following Thursday). The purpose of this writing is to more deeply explore the subject of the course: writing.

Peer Review: Starting in week four, we will engage in peer review regularly (usually on Thursdays) with an assigned group. Peer review creates a community of writers, allowing us to see how our work interacts with a real audience. Specifically, our peers will think critically about our writing and, in turn, offer an opportunity for us to think critically about their emerging ideas.

Class Discussion: Class discussion will revolve around the assigned reading and theme for the week, with the goal of elucidating the reading's relevance for our writing and our understanding of writing. Each member of the class is expected to be prepared, thoughtful, engaged. Every day. The success of this class depends on *you!* I'm looking forward to helping you expand your writing and your thinking about writing.

Other Requirements:

Attendance: Attendance in this class is important. We lose valuable voices, thoughts, and ideas when people are not in class. However, if you must be absent, please let me know ahead of time so we know not to wait for you to begin. Also, please keep in mind the following policy: Each class member has 2 "free" days that you can miss before penalties begin to accrue. Please choose these days wisely! For each absence over 2 days, your grade will likely be lowered one letter grade. After 5 absences, you will likely fail the course. In addition, in the unlikely case you come to peer review day unprepared, you will be marked absent for that day. Finally, arriving to class late 3 times counts as an absence.

Materials: Please print out any electronic articles and bring them to class on the days we will discuss them. It seems ecologically irresponsible, but we will be annotating and otherwise using them, as paper, in class.

Students' achievement in this class will be graded by the following criteria

For an A

- Drafts of 5 papers in the late stage of revision, including the final interview paper, with 1 paper in the middle stage of revision
- *All drafts of all papers turned in on time (with one free exception).*
- Evidence of having *read all assigned readings* for *17/19 classes* when reading is assigned, as shown by quizzes and class participation.
- Clear, professional, insightful presentation
- Enthusiastic and thoughtful participation in peer review and large class discussion each day

For a B

- Drafts of 4 papers in the late stage of revision, with 3 papers in the middle stage of revision.
- *All drafts of all papers turned in on time (with two free exceptions).*
- Evidence of having *read all assigned readings* for *15/19 classes* when reading is assigned, as shown by quizzes and class participation.
- Clear, professional, insightful presentation
- Enthusiastic and thoughtful participation in peer review and large class discussion on most days

For a C

- Drafts of 3 papers in the late stage of revision, and at least 3 papers in the middle stage of revision
- *All drafts of all papers turned in on time (with 3 free exceptions)*
- Evidence of having read the assigned readings on *10/19 classes* when reading is assigned, as shown by quizzes and class participation
- Presentation
- Participation in peer review and large class discussion on most days

Course Calendar

	Tuesday	Thursday
What is writing?		
January 20 <i>Writing</i>	Introductions Definitions of writing . . .	Yancey, “Writing in the 21 st Century”
January 27 <i>Writing where you are: Writing in Wisconsin, Writing among Young Adults</i>	Brandt, excerpt from <i>The Rise of Writing</i>	Brandt, “Sponsors of Literacy”
February 3 <i>Writing on the move, on phones, and in the world</i>	Haas and Takayoshi, “Young People’s Everyday Literacies: The Language Features of Instant Messaging	Blommaert, excerpts from <i>Sociolinguistics of Globalization and Grassroots Literacies</i> Due: Definition of writing <i>Assign: Personal essay</i>
Theoretical approaches to writing		
February 10 <i>Discourse Communities and Institutions</i>	Macrorie, “The Poison Fish”	Bartholomae, “Inventing the University”
February 17	Lamott, “Writing Groups” Nystrand, “Dialogism” <i>Due: Draft of personal essay</i>	Peer Review of personal essay Elbow, “Criterion and Reader-based Questions”
February 24 <i>Cognition</i>	Flowers, <i>Composing Process of Twelfth Graders</i> Lamott, “Shitty First	Due: Final personal essay <i>Assign: talk-aloud protocol</i>

	Drafts”	
March 4 <i>Cognition</i>	Rose, “The Case of Stephanie.” Elbow, “The process of writing, growing” Due: Draft talk aloud protocol	Peer review of talk-aloud protocol
March 11 <i>Critical</i>	Gee, “Literacy, Discourse, and Linguistics”	Delpit, “The Politics of Teaching Literate Discourse” Due: Talk aloud protocol <i>Assign: synthesis and critique</i>
March 18 No class	Prof. Vieira at CCCC	Prof. Vieira at CCCC
March 23 <i>Rhetorical</i>	Lamott, “Plot Treatment” Ede and Lunsford, “Audience addressed/audience imagined?” Due: Draft of synthesis and critique	Peer review synthesis and critique
March 31 No Class Spring Break		
April 7 <i>Rhetorical</i>	Vee, “Computational Literacy	<i>Due: synthesis and critique</i> <i>Assign interview paper</i>
April 14 <i>Rhetorical</i>	Williams, “Phenomenology of Error”	Interview classmate on literacy
April 21 <i>Writing</i>	Elbow, “The Believing Game and the Doubting Game” Szwed, “Ethnography of Literacy”	Peer review, interview paper <i>Assign: cover letter</i>

	Due: Draft of interview paper	
April 28 <i>Writing</i>	Royster, "When the first voice you hear is not your own"	Meet in computer lab, location TBA, revision day
May 5 <i>Writing</i>	Presentations	Presentations Due: Final Portfolio