

DO FACTS MATTER?

WRITING 2: RHETORIC & INQUIRY

UC Santa Cruz | Summer 2017 | T/Th 9:15-11:00am | McHenry 1350

INSTRUCTOR

Philip Longo, PhD

("Phil"; preferred gender pronouns: he/him/his)

[Faculty Profile](#)

plongo@ucsc.edu

(831) 459-4047

Oakes Academic Building 314

Office Hours: Tues and Thurs 11-12, McHenry 1350

COURSE DESCRIPTION

Writing 2 explores the intersections of investigation, interpretation, and persuasion, and hones strategies for writing and research. Students develop specific, practical ways of improving their writing through sustained critical thinking about diverse issues from multiple points of view. Prerequisites: satisfaction of the Entry Level Writing and C1 requirements.

SECTION DESCRIPTION

Recent public discourse has been saturated with concerns over "fake news" and "alternative facts." Some seek to address these concerns through better fact checking to determine the "truth," but this course takes the premise that most facts are not as black and white as they initially appear. Over the course of the term, we will embark on a long-term research project to ask the central question: do facts matter? But in order to explore that question, we need to ask other questions: What are facts? How are facts produced and verified? How do they circulate in public and academic worlds? How are they employed and manipulated? Through an inquiry-based learning approach, this course seeks to increase students' rhetorical awareness and information literacy to become responsible, critical, and effective knowledge producers in a world of abundant, conflicting facts.

LEARNING OBJECTIVES

Students in Writing 2 build on their progress in Composition 1 (C1) by learning strategies for becoming more effective readers, writers, and speakers in the context of assignments that require independent research. They deepen their comprehension of how their writing and that of others can add to the understanding of vital issues and sustain meaningful inquiry through responsible persuasion.

Students Will:

1. Write a series of at least five essays (including one of at least 1500 words) and read a variety of texts that provide occasions for analyzing, synthesizing, and evaluating data and arguments.
2. Learn methods of research and approaches to using sources (i.e., the information, theories, arguments, and texts of others) that provide students with the knowledge and confidence to actively participate in the act of inquiry by composing comparative analysis, interpretation, and reasoned argument.
3. Learn specific techniques for critically analyzing sources so as to understand their purpose and context and to evaluate the credibility and relevance of their information and the

persuasiveness of their evidence and reasoning.

4. Achieve solid competence and, to the extent possible, virtuosity in all facets of the writing process. This includes:

- Learning modes of inquiry and strategies for revision that strive for complexity, nuance, and depth as well as coherence and clarity
- Learning to develop extended, complex arguments by orienting readers, creating clear expectations and a sufficiently explicit train of thought, effectively weaving together multiple strands of inquiry, and bringing the whole to a satisfying conclusion
- Learning techniques for developing a prose style that moves beyond accuracy and clarity to precision, power, subtlety, and elegance

TEXTS & MATERIALS

Required Texts (Available at Bay Tree Bookstore or McHenry Reserve Desk)

- [Losh, et al. *Understanding Rhetoric: A Graphic Guide to Writing*. 2nd Edition, 2017](#)
- [Wardle and Downs. *Writing About Writing: A College Reader*. 2nd Edition, 2014](#)
- A notebook/journal for in-class activities and exercises.
- Access to a printer and a printing budget of about \$25 for readings, compositions, and other coursework.
- (Recommended) A writing handbook like *Easy Writer* or *Rules for Writers* from your C1 course. If you don't have either, [Purdue Online Writing Lab \(OWL\)](#) is a free, web source that has similar content.

DIGITAL TECHNOLOGY

- You will need a laptop (or a tablet with a keyboard) everyday for in-class activities. You can [check out laptops](#) at the front desk of McHenry Library.
- You should join our course Google Drive site with your @ucsc.edu email address. Our Course Drive folder contains course information, assignments, selected readings, your portfolio, etc. You should compose within Google Drive. Please submit and keep all work within your portfolio. You can determine the sharing options for each document and folder. [Please see here for assistance with Drive](#).
- You will need to create a free Zotero account for keeping track of your research throughout the term. [See the UCSC Library Zotero page for more information](#).

WORKLOAD

As in most college courses, you will be expected to work on coursework about **10-12 hours a week outside of class**. Some weeks you will work more, some less, but you should budget this amount each week in order to be on top of your contributions to the course.

Weekly Workload Budget

Reading, Analyzing, and Annotating Text	3-4 hours
Composing and Research Projects	4-5 hours
Exercises	1-2 hours
Other Session Prep/Tutor Visits	1-2 hours

Reading, Analyzing, and Annotating Texts

Each text on the Schedule will have a note about how to access it. When a text is assigned,

you are expected to access it, read the text, annotate it, and take notes using a process of your choice. You must demonstrate your note taking process by documenting it and keeping track of it in your Portfolio folder, on Zotero, or within the annotation program of your choice.

Projects

Project A - Discourse Analysis (background research)

Project B - Public Argument (news research)

Project C - Fact Sheet (gray research)

Project D - Literature Review (scholarly research)

Project E - Disciplinary Discourse Analysis (disciplinary research)

You will do all of your writing within Google Drive and a copy of each project should be clearly labeled in your Portfolio folder. All drafts should be shared with Phil (plongo@ucsc.edu) and with your research team. Occasionally, you will be asked to bring in paper copies of drafts. Please label each major revision with the version number, e.g. Project Av1.0, Project Bv2.0, etc.

I will give thorough feedback and evaluation on each project, but projects will be graded holistically at the end of the course so that you can work on improving them. *I will work with you on any draft of any assignment in office hours.*

Exercises

Exercises are designed to help you practice important skills, reflect on your writing and research process, engage with the readings, and prepare for class. Sometimes exercises will have you bring printed work to class; other times you should put the results exercise in your Portfolio folder. Please refer to each exercise for specific instructions.

POLICIES & GUIDELINES

Attendance

Attendance is being present, prepared, and engaged with your “head in the game.” You are expected at each class session and scheduled individual conference. **More than 2 absences of any sort** may cause you to not pass this course (i.e. there are NO excused absences). Use these absences only in an emergency situation. Every absence after two will be 2 points off your final course grade.

Digital Focus

Classroom technology presents lots of challenges for focusing. We will take a “mindfulness” approach to technology, paying attention to using it effectively. Some ground rules:

1. We will have “on grid” and “off grid” activities inside and outside of class. Please respect the distinction within class and while completing your exercises.
2. A smartphone is not a substitute for a laptop. Please don’t use your smartphones in class. If you have an urgent issue, it is ok to step outside the room to use your phone for a moment.
3. Maintain a clean screen. Use only the applications necessary for our coursework. Turn off chat programs, close other browser windows. You will be broadcasting your screen often in class, so also make sure your desktop and open windows reflect professionally on you.
4. Remember that your use of technology not only affects your own learning, but it can impede others’ learning. Don’t distract with your screen. Don’t “hide” behind your screen to avoid engaging with others.

5. Phil will politely remind you of these ground rules, but he does not like being the technology mindfulness police.

Late Work

Because you will be sharing your coursework often, it must always be on time except for extreme circumstances. Your work need not be perfect, but it must demonstrate an honest and thoughtful attempt. Late or incomplete work affects your peers and the instructor, so you should not expect feedback or extra time from readers if your work is late or incomplete. In addition, late exercises will receive 1/2 credit. There are no penalties for late Projects (except for not receiving feedback).

Communication and Extra Help

Please make sure to check your email once a day for any necessary course updates. Email is the best way to contact Phil for a quick question or to alert him of an absence. If you require assistance with reading, writing, or other course concerns, please visit during his office hours (no appointment necessary). Phil will return emails within 24 hours (48 hours on weekends).

Academic Integrity

Plagiarism is the duplication of someone else's work without reference (inadequate citation of authorship) and/or passing off someone else's work as your own. We will be working on how to represent and recognize others' words in our work in order to avoid doubts. Meanwhile, please read the University's policies on plagiarism in the Navigator at <http://registrar.ucsc.edu/navigator/section1/academic-integrity.html> Plagiarism in this course will have serious disciplinary consequences and may cause you to fail the course.

Students With Disabilities

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this time, we would also like us to discuss ways we can ensure your full participation in the course. We encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

RESOURCES

Effective writers (and students) seek out resources to improve their skills and address their weaknesses before they become a problem for them. The University offers many quality, free resources (well, you're *already paying for them!*) that I expect you to take advantage of.

Writing Tutoring

Learning Support Services offers free one-on-one writing tutoring. You can email Christina Adams at crjadams@ucsc.edu to schedule an appointment. [See here](#) for more instructions.

Research Assistance

Research Librarians staff the Library Services Desk at McHenry from 1-5 Monday through Friday. You can contact a librarian 24/7 [here](#).

University Services During the Summer

Please see the [Summer Session website](#) for more information on University resources.

EVALUATION

How is your grade determined?

- 50% - Projects (5)
- 20% - Exercises
- 20% - Keyword Quizzes (2)
- 10% - Attendance and Participation

Official UCSC Writing Program Grading Policy

Final grades given in Writing 2 are comprehensive. They account for all aspects of a student's work over the quarter -- the conceptual work of reading, thinking, and writing; the cooperative work of participating in a writing community; and the procedural work of completing reading and writing assignments, meeting deadlines, and attending class, writing group meetings, and conferences.

Writing Program faculty members will determine a student's final grade by considering all of his or her work at the quarter's end. During the quarter, students will receive written assessment and advice concerning what their work has accomplished and how it can be improved rather than letter grades on individual assignments.

Note: The final grade of D in Writing 2 grants credit towards graduation, but it does not satisfy the Rhetoric and Inquiry (C2) General Education Requirement. Students who receive the grade of either D or F must repeat Writing 2 to satisfy the C2 requirement.

A (or P)

The grade of "A" is appropriately given to students whose preparation for and execution of all course assignments (for example, reading, in-class discussions, presentations, group projects, informal writing, essay drafts, and revisions, etc.) have been consistently thorough and thoughtful. In addition, by the end of the quarter students who earn an "A" are consistently producing essays that are ambitiously and thoughtfully conceived, conscious of the demands of a particular assignment, purposeful and controlled, effectively developed, and effectively edited.

B (or P)

The grade of "B" is appropriately given to students who have satisfactorily completed all class assignments, although some of these efforts may have been more successful than others. By the end of the quarter, students who earn a B are consistently producing essays that are clearly competent in that they meet the demands of assignments, are controlled by an appropriate purpose, are sufficiently developed, and are accurately edited. A "B" performance may well reveal areas of strength that are not sustained throughout.

C (or P)

The grade of "C" is appropriately given to students who have fulfilled course requirements although, in some instances, minimally so. By the end of the quarter, students who have earned a "C" have provided sufficient evidence that they can produce focused, purposeful writing that satisfies the demands of an assignment, is adequately developed, and is carefully edited although, in some instances, achieving that standard depended on multiple revisions.

D or (NP)

The grade of "D" is appropriately given to students whose work has been unsatisfactory in some significant way: they have not completed all the course requirements and/or their essays have not yet achieved the level of competency described in the Writing Program's

standard for passing work in Writing 2. Students receiving a "D" must repeat Writing 2 to satisfy the C2 requirement.

F or (NP)

The grade of "F" is appropriate for students whose work in Writing 2 is so incomplete or so careless that it does not represent a reasonable effort to meet the requirements of the course.

COURSE SCHEDULE

WRITING 2: RHETORIC & INQUIRY | DO FACTS MATTER?

“ Live” document, subject to change. Updated 8/9/17 by P.L.

WAW = Writing About Writing

Date	Session Topics and Readings to Prepare	Coursework Due
Week 1		
T 6/27	Introduction to Course Topics and Objectives	<ul style="list-style-type: none"> • access Drive site • complete intro survey • set up Writers’ Portfolio on Drive • review syllabus policies
Th 6/29	<p>The Facts About Facts</p> <ul style="list-style-type: none"> • <i>Understanding Rhetoric</i>, “Introduction: Spaces for Writing” and “Issue #2: Strategic Reading” • Domonoske, “Students Have ‘Dismaying’ Inability To Tell Fake News From Real, Study Finds” <i>NPR</i> [link] • Beck, “This Article Won’t Change Your Mind” <i>The Atlantic</i> [link] • Scuddellari, “The science myths that will not die” <i>Nature</i> [link] 	<ul style="list-style-type: none"> • Exercise #1 - Digital Annotation
Week 2		
T 7/4	July 4 Holiday / No Class or Office Hours	
Th 7/6	<p>Classical Rhetoric</p> <ul style="list-style-type: none"> • <i>Understanding Rhetoric</i>, “Issue #1: Why Rhetoric?” • <i>Writing About Writing</i>, “Rhetoric: How is Meaning Constructed in Context?” [318-324] • Covino and Jolliffe, “What is Rhetoric?” [WAW, 325-346] • Miller and Jurecic, “On Going down the Rabbit Hole” [Drive] 	<ul style="list-style-type: none"> • Exercise #2 - Down the Rabbit Hole (Soft Research)

Summer Session "Add" Deadline: "Drop" Deadline is M 7/10.

Week 3	Unit 1: Facts in Flux	
T 7/11	Project Workshop <ul style="list-style-type: none">• Lamont, "Shitty First Drafts" (WAW527-531)• Straub, "Responding--Really Responding--to Other Students' Writing" (WAW16-26)• <i>Understanding Rhetoric</i>, "Issue #3: Writing Identities"	Project A v2.0
T 7/13	Contemporary Rhetoric <ul style="list-style-type: none">• Higgens et al, "Inside A Fake News Sausage Factory: This is All About Income" [link]	Project A v3.0 (edits due Friday 7/14, 5pm)
Week 4	Unit 2: The Discourse of News	
T 7/18	How Do You Avoid Fake News? <ul style="list-style-type: none">• Factcheck.org "How to Spot Fake News" [link]• Poyntner, "International Fact-Checking Network Fact-checkers Code of Principles" [link]• Green, Stuart and April Lidinsky, "From Finding to Evaluating Sources." <i>From Inquiry to Academic Writing</i>. MacMillan, 2011. [Drive]	Exercise #3
Th 7/20	How are Facts Used in Arguments? <ul style="list-style-type: none">• <i>Understanding Rhetoric</i>, "Issue #4: Argument Beyond Pro and Con"• Jack, Jordynn and Katie Rose Guest Pryal. "Generating Arguments." <i>How Writing Works</i>. Oxford UP, 2016. 423-440. [Drive]• yourlogicalfallacyis.com [link]	Exercise #4
		F 7/21 Deadline to Change Grade Option
Week 5	Unit 2: The Discourse of News	
T 7/25	Project Workshop	Project B v2.0

	<ul style="list-style-type: none"> • <i>Understanding Rhetoric</i>: “Issue 7: Rethinking Revision” • Johnson-Sheehan and Paine, “Citing Sources.” <i>Technical Communication Now</i>. Pearson, 2015. [Drive] • UCSC Library, “What is Plagiarism?” [link] 	
Th 7/27	<p>Finding Facts</p> <ul style="list-style-type: none"> • <i>Understanding Rhetoric</i>: “Issue 6: Research: More than Detective Work” <p style="text-align: right;"><i>F 7/28 Deadline for Withdrawal from class.</i></p>	<p>Project B v3.0 Project Bv3.5 (Friday 5pm)</p>
Week 6	Unit 3: Gray Research and Visual Rhetoric	
T 8/1	<p>Visual Rhetoric</p> <ul style="list-style-type: none"> • Fact Sheet Genre Models • Jack and Pryal, “Choosing Visual Elements, Layout, and Design” [Drive] 	<p>Add to fact sheet genre models document</p>
Th 8/3	<p>Project Workshop</p>	<p>Project C v2.0</p>
Week 7	Unit 3: Gray Research and Visual Rhetoric	
T 8/8	<p>Catch Up Day/ Library Tour</p> <ul style="list-style-type: none"> • UCSC Library, Cruzcat Tutorial (Exercise #5) 	<p>Concept Quiz # 1 Cruzcat Tutorial is Exercise #5</p>
Th 8/10	<p>Scholarly Discourse</p> <ul style="list-style-type: none"> • Swales, “CARS Model of Research Introductions” [WAW, 12-14] • Haas, “Rhetorical Reading Strategies and the Construction of Meaning” [WAW410-427] 	<p>Project C v3.0</p>
Week 8	Unit 4: Scholarly Research	
T 8/15	<p>Scholarly Discourse</p>	<p>Exercise #6</p>

	<ul style="list-style-type: none"> • Greene, “Argument as Conversation: The Role of Inquiry in Writing a Researched Argument” [<i>WAW</i>, 27-39] • Literature Review Genre Examples 	
Th 8/17	Project Workshop <ul style="list-style-type: none"> • Greene, Stuart and April Lidinsky, “From Summary to Synthesis.” <i>From Inquiry to Academic Writing</i>. MacMillan, 2011. [Drive] 	Project D v2.0
Week 9	Unit 4: Scholarly Research	
T 8/22	Individual Conferences Oakes Academic Building 314 (Phil’s Office)	Project Dv3.0
Th 8/24	Scholarly Discourse Communities <ul style="list-style-type: none"> • Swales, “The Concept of Discourse Community” [<i>WAW</i>, 215-229] • Porter, “Intertextuality and the Discourse Community” [<i>WAW</i> 395-409] 	
F 8/25		Project D v4.0 (in Drive by 5pm)
Week 10	Unit 5: Investigating a Discipline	
T 8/29	Project E Workshop	Project E v2.0
Th 8/31	Reflection	Project E v 3.0 Concept Quiz #2 <i>All term work must be submitted by class time.</i>