

## WRITING 2: RHETORIC & INQUIRY

# DO FACTS MATTER?

UC Santa Cruz | Summer 2019 | Section 01 | M/W 1:00-2:45pm | McHenry 1350

### INSTRUCTOR

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### 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

Why do people disagree over facts? This course will introduce students to rhetorical concepts through a structured inquiry into this timely, yet timeless question. We will examine how facts are produced, verified, and challenged by analyzing four "spheres" of discourse: popular, news, "gray," and academic. Students will be expected to generate their own research topics and compose in multiple genres and media. Ultimately, this course seeks to increase writers' rhetorical awareness and information literacy to become more critical, effective, and adaptable knowledge producers in a world of abundant, conflicting facts.

### C2 LEARNING OUTCOMES

The following [course outcomes](#), standard across all Writing 2 courses at UCSC, will guide our work in the course and shape the assessment of your coursework. If all goes according to plan, at the end of the course, students will be able to...

- 1) Compose in more than one genre by responding to rhetorical situations and genre conventions according to readers' expectations and writers' purposes.
- 2) Ask questions and be guided by a strategic exploration of those questions in order to generate research topics and sustain meaningful inquiry.
- 3) Locate relevant source material, evaluate its credibility, and cite it appropriately.
- 4) Analyze and synthesize ideas in source material to produce projects that interpret and evaluate their own ideas and assumptions, as well as those of other writers.
- 5) Apply strategies when composing, revising, or evaluating their own work that enable them to follow conventions of professional English, such as arrangement, language use, mechanics, or documentation style.
- 6) Reflect critically on how to apply their processes for writing and analysis to writing projects in other contexts, within and outside the university.

## TEXTS & MATERIALS

- There is no print textbook for this course. Course texts will be posted to Canvas. For most assigned texts, you can choose whether it is better for you to read on a screen or on paper.
- A notebook for in-class activities, free writing, and reflection.
- Access to a printer and a printing budget of about \$20 for readings, compositions, and other coursework. You can print on the second floor of McHenry library and [campus computer labs](#).
- A writing handbook like *Easy Writer* or *Rules for Writers* from a prior UCSC Writing course. If you don't have one already [Purdue Online Writing Lab \(OWL\)](#) and [Writing Commons](#) are both Open Access (free) web textbooks that have similar content. You are expected to use these resources to build your mechanical and technical writing skills that are expected of ELWR satisfied writers but that are not retaught in this course.

## DIGITAL TECHNOLOGY

- Canvas is our online course hub. We will also have a Google Drive folder for in-class projects. You must use your @ucsc.edu email to have full access to documents on each platform. If you are unable to access these platforms, please see Phil immediately.
- A laptop (or a tablet with a keyboard) will be useful most days for in-class activities. You can [check out laptops](#) at no cost at the front desk of McHenry Library.
- We will be using a variety of entry-level, cloud-based applications for reading and source management (e.g. Diigo, Hypothes.is) and for multimodal composing (e.g. Google Apps, Piktochart). You will be expected to maintain an account and become familiar with the software; you will not need to upgrade to paid versions unless you choose to.
- For research projects, you may need or want to create social media or other website accounts (e.g. Twitter, Reddit, etc.). You do not need to “use” the account or give personal data; you can use your own account, or better yet, create a “dummy” account.

## COURSEWORK EXPECTATIONS

As in most 5-unit UCSC courses, you are expected to work on coursework about **10- 12 hours a week on your own, outside of class**. Some weeks you will work more, some less, but you should budget this amount each week in order to meet the course learning outcomes.

### Weekly Workload Estimates

Self-Study	4-5 hours
Research and Writing Projects	4-5 hours
Studying/Tutoring/Office Hours	1-2 hours

### Self-Study Exercises (40% of grade)

The Self-Study Exercises are the “medium stakes” work of the course, designed to help you practice important skills, reflect on your writing and research practices, engage with the course texts, and prepare for class. They should be submitted on Canvas *before* class in order to receive full credit. Exercises are graded 1-10. Late Exercises start at half credit.

### Research Projects (60% of grade)

These are the “high stakes” work of the course. Each research project will have at least two

required drafts and should represent a high level of thoughtful and quality revision on your own *before* you submit the assignment to me.

**Project A** - Discourse Community Analysis (popular source research) - 10pts

**Project B** - Upstream and Lateral News Analysis (news source research) - 15pts

**Project C** - Fact Sheet (background and “gray” source research) - 15pts

**Project D** - Literature Review (scholarly research) - 20pts

#### Project Late Policy

You will receive **-25pts** for each day the assignment is late. Additionally, because late or incomplete work affects your peers and the instructor, you should not expect feedback or extra time from readers if your work is late or incomplete. Depending on the circumstances, I can grant extensions and make-ups, provided this is arranged **at least 48 hours** in advance of the deadline.

#### Resubmission Policy

You can re-submit a project revision within 2 weeks for re-evaluation provided it has been substantially revised and my and your peers’ comments addressed. *I will work with you on any draft of any assignment in office hours.*

## GUIDELINES & POLICIES

#### Attendance

Your physical and mental presence are invaluable to work accomplished in this course, so I will expect you to be at every class session. **You are permitted a week’s worth of “excused” absences (2 sessions for T/TH)** before your grade is affected. For every additional absence, your grade will be lowered by 3 pts.

#### Class Focus and Social Engagement

I try to create professional and productive class sessions that are also casual and comfortable. Feel free to bring food and drink if you need it. You do not need to ask me if you need to briefly leave the room for any reason.

1. You are expected to engage in **active learning** in a range of solitary, pair, small and large group activities. I will often call on students directly; it is ok to “pass.”
2. You are expected to treat each other and the instructor with respect in accordance to the [UCSC Code of Student Conduct](#) particularly Section 102.015.
3. Because it is our only shared language, please use only English to communicate within the classroom.
4. The classroom space is yours as much as it is mine. Take ownership of it.

#### 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 at the moment. Turn off chat programs, close other browser windows, etc. You will be sharing 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. Never wear headphones unless necessary for class activities.

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

### **Communication with the Instructor and Extra Help**

Email is the best way to contact me for a quick question. I will return emails within 1-2 business days; I do not respond to emails on weekends (I don't expect you to either; I firmly believe in weekends). If you require assistance with texts, research projects, or have other course concerns, please visit me during my office hours. You do not need an appointment to visit office hours; just show up. If you cannot make that time, please talk to me about find a time that will work for both of us.

### **Academic Integrity**

Plagiarism is the duplication of someone else's writing or ideas 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 ethically in our work. Meanwhile, please become familiar with the University's policies (Sections 102.11-102.14) because you will be held to them in this and all UCSC courses.

### **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, I 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](mailto:drc@ucsc.edu).

## WRITING & RESEARCHING RESOURCES

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

### **Research Assistance**

Research Librarians staff the Library Services Desk at McHenry from 1-5 Monday through Friday. The Science and Engineering also offers assistance at the circulation desk by referral.

You can also contact a librarian 24/7 [here](#).

### Writing Assistance

Strong students use tutoring services to improve their writing. During Summer Sessions, Learning Support Services offers [many options for writing support](#).

## EVALUATION

### How is your grade determined?

**40% - Self-Study Exercises**

**60% - Research Projects**

*Project A - 10pts*

*Project B - 15pts*

*Project C - 15pts*

*Project D - 20pts*

### 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. You may take this course P/NP.

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 6/22/19  
 [Canvas] = Text on PDF in Canvas; all other texts linked  
 Please email [plongo@ucsc.edu](mailto:plongo@ucsc.edu) if links are broken or expired.

	TOPICS & READINGS	ASSIGNMENTS DUE
Week 1	Reflecting Backwards, Looking Forward	
M 6/24	<p><b>Where Are We Going? What Did You Bring With You?</b></p> <ul style="list-style-type: none"> <li>• Entry Quiz (In-class)</li> <li>• Syllabus and Schedule (In-Class)</li> </ul>	
W 6/26	<p><b>[Meet in McHenry 1350 for the rest of the term]</b></p> <p><b>How Do Humans Develop Literacy?</b></p> <ul style="list-style-type: none"> <li>• Longo, "Developing The Mindset of A Successful Student from a College Instructor Who Wants You to Be One" [Canvas]</li> <li>• Parrot, "Some People Are Just Born Good Writers," <i>Bad Ideas About Writing</i>, p. 71-76 [<a href="#">eBook</a>]</li> <li>• Williams, "Popular Culture is Killing Writing," <i>Bad Ideas About Writing</i>, p. 194-201 [<a href="#">eBook</a>]</li> </ul>	<p>Complete <a href="#">Introduction Survey</a></p> <p><b>Self-Study 1</b> - Literacy Timeline</p>
Week 2	Sources 1 - Popular Discourse	
M 7/1	<p><b>Who Decides What Is the Truth?</b></p> <p><b><u>Read first (anyway you want)</u></b></p> <ul style="list-style-type: none"> <li>• O'Malley, "There's No Easy Answer" [<a href="#">Inside Higher Ed</a>]</li> <li>• Larkin, "Read Well (On Screens) And Prosper" [<a href="#">web</a>]</li> </ul> <p><b><u>Print Out and Annotate:</u></b></p> <ul style="list-style-type: none"> <li>• Marantz, "Reddit and the Struggle to Detoxify the Internet" [<a href="#">The New Yorker</a>]</li> </ul> <p><b><u>Read and Annotate on Screen:</u></b></p> <ul style="list-style-type: none"> <li>• Fisher, "Inside Facebook's Secret Rule Book for Global Political Speech" [<a href="#">The New York Times</a>]</li> </ul>	<b>Self-Study 2</b> - Reading In Print and On Screen
E 7/3	<p><b>What Is a Discourse Community?</b></p> <ul style="list-style-type: none"> <li>• Johns, "Discourse Communities and Communities of Practice" [Canvas]</li> </ul>	<b>Self-Study 3</b> - Discourse Communities
Week 3	Sources 1 - Popular Discourse	
M 7/8	<p><b>How Do You Make a Genuine Inquiry?</b></p> <ul style="list-style-type: none"> <li>• Wierszewski, "Research Starts with a Thesis Statement" in <i>Bad Ideas About Writing</i>, p. 231-35 [<a href="#">e-book</a>]</li> </ul> <p><b>How Do You Observe and Analyze Better?</b></p> <ul style="list-style-type: none"> <li>• Rosenwasser and Stephen, "Noticing: Learning to Observe" [Canvas]</li> </ul>	<b>Self-Study 4</b> - Discourse Community Observation and Analysis
W 7/10	<p><b>How Do You Revise for Analysis? And Project A Workshop</b></p> <ul style="list-style-type: none"> <li>• Giovanelli, "Strong Writing and Writers Don't Need Revision" in <i>Bad Ideas About Writing</i>, p. 104-108. [<a href="#">e-book</a>]</li> <li>• Elbow, "Three Levels of Revision" [Canvas]</li> </ul>	<p><b>Self-Study 5</b> - Revision Strategies</p> <p><b>Project A v1.0 [in class]</b></p>

Week 4	Sources 2 - News Discourse	
M 7/15	<p><b>What is Rhetoric?</b></p> <ul style="list-style-type: none"> <li>• CCC, Rhetorical Situation Handout [Canvas]</li> <li>• Downs, “Rhetoric: Making Sense of Human Interaction and Meaning Making” in <i>Writing About Writing</i> [Canvas]</li> </ul>	<p>M 7/14 - Project Av2.0 [Canvas]</p> <p><b>Self-Study 6</b> - Rhetoric</p>
W 7/17	<p><b>How Do Writers Use Facts to Support Claims?</b></p> <ul style="list-style-type: none"> <li>• Losh and Alexander, “Argument: Beyond Pro and Con,” <i>Understanding Rhetoric</i> [Canvas]</li> <li>• Beck, “This Article Won’t Change Your Mind” [<a href="#">The Atlantic</a>]</li> </ul>	<b>Self-Study 7</b> - Argument #Fail
Week 5	Sources 2 - News Discourse	
M 7/22	<p><b>What is News Discourse?</b></p> <ul style="list-style-type: none"> <li>• Caulfield, <i>Web Literacy for Student Fact Checkers</i>, Part 1, Part 3, and Part 4 [<a href="#">eBook</a>]</li> <li>• Society of Professional Journalists, “SPJ Code of Ethics” [<a href="#">web</a>]</li> </ul>	<b>Self-Study 8</b> - News Genres
W 7/24	<p><b>What is News Discourse?</b></p> <ul style="list-style-type: none"> <li>• Otero, “Media Bias Chart” [<a href="#">web</a>]</li> <li>• Statistica, “Most popular news websites” [<a href="#">web</a>]</li> </ul>	<b>Self-Study 9</b> - Searching for News Sources
Week 6	Sources 3 - Background, Gray Literature, and Data	
M 7/29	<p><b>Revising for Arrangement &amp; Project B Workshop</b></p> <ul style="list-style-type: none"> <li>• Miller and Jurecic, “On Structure,” <i>Habits of the Creative Mind</i> [Canvas]</li> <li>• Longo, “A Better Writing Process” [Canvas]</li> </ul>	<b>Project Bv1.0</b> [in-class]
W 7/31	<p><b>Is Wikipedia a Good Source of Information? (Background Sources)</b></p> <ul style="list-style-type: none"> <li>• Wikipedia, “Wikipedia” [<a href="#">Wikipedia</a>]</li> <li>• Matsakis, “Don’t Ask Wikipedia to Cure the Internet” [<a href="#">Wired</a>]</li> </ul> <p><b>What is “Gray Literature”?</b></p> <ul style="list-style-type: none"> <li>• Cornell University Library, “Gray Literature” [<a href="#">web</a>]</li> <li>• Portland Community College, “Know Your Sources” [<a href="#">web</a>]</li> </ul>	<b>Self-Study 10</b> - Background and Gray Sources
Week 7	Sources 3 - Background, Gray Literature, and Data	
M 8/5	<p><b>What is Multimodality? What is a “Fact Sheet” as a Genre?</b></p> <ul style="list-style-type: none"> <li>• Ball and Charlton, “All Writing is Multimodal,” <i>Naming What We Know</i> [<a href="#">UCSC Library eBook</a>]</li> <li>• Ball, Sheppard, and Arola, “How Does Rhetoric Work in Multimodal Projects?” <i>Writer/Designer</i> [Canvas]</li> <li>• Jones and Wheeler, “Document Design and Social Justice” [Canvas]</li> </ul>	<p><b>M 8/4 Project Bv2.0</b> [Canvas]</p> <p><b>Self-Study 11</b> - Multimodal Rhetoric</p> <p>Add Fact Sheet to Crowdsourced List on Canvas</p>
W 8/7	<p><b>How Do You Lie with Data Visualization?</b></p> <ul style="list-style-type: none"> <li>• Newbold, “Which Chart Should I Use?” [<a href="#">The Visual Communication Guy</a>]</li> <li>• Bergstrom and West, “Visualization: Misleading Axes on Graphs” [<a href="#">The Bullshit</a>]</li> </ul>	<b>Self-Study 12</b> - Data Visualizations

	<a href="#">Syllabus</a> <ul style="list-style-type: none"> <li>• Bergstrom and West, “Visualization: The Principle of Proportional Ink” [<a href="#">The Bullshit Syllabus</a>]</li> </ul>	
Week 8	Sources 3 - Background, Gray Literature, and Data	
M 8/12	<b>Revising Multimodal Projects + Project C Workshop</b> <ul style="list-style-type: none"> <li>• Ball, Sheppard, and Arola, “Peer Reviewing Multimodal Projects,” “Revising Multimodal Projects” [Canvas]</li> <li>• Ball, Sheppard, and Arola, “Copyright Issues and Ethics,” <i>Writer/Designer</i> [Canvas]</li> </ul>	<b>Project Cv1.0</b> [in class, paper]
W 8/14	<b>Who Are “Scholars”?</b> <ul style="list-style-type: none"> <li>• Greene and Lidinsky, “Starting with Inquiry: Habits of Minds of Academic Writers” in <i>From Inquiry to Academic Writing</i> [Canvas]</li> <li>• Might, “The Illustrated Guide to a PhD” [<a href="#">web</a>]</li> </ul> <b>How Do They Talk to Each Other?</b> <ul style="list-style-type: none"> <li>• libncsu, “Peer Review in 3 minutes” [<a href="#">YouTube</a>]</li> <li>• Swales, “‘Create a Research Space’ (CARS) Model of Research Introductions” [Canvas]</li> </ul>	<b>Project Cv2.0</b> [paper, Canvas]  <b>Self-Study 13</b> - Scholarly Discourse/ Project D Proposal
Week 9	Sources 4 - Scholarly Discourse	
M 8/19	<b>How Do You Find and Evaluate Scholarly Sources?</b> <ul style="list-style-type: none"> <li>• UCSC Library, “Start Your Research” [<a href="#">web</a>]</li> <li>• Bergstrom and West, “How Do You Know if a Paper is Legit?” [<a href="#">The Bullshit Syllabus</a>]</li> </ul>	<b>Self-Study 14</b> - Finding and Evaluating Scholarly Sources
W 8/21	<b>What Do Scholars Do With Sources?</b> <ul style="list-style-type: none"> <li>• Greene and Lidinsky, “From Summary to Synthesis” [Canvas]</li> </ul>	<b>Self-Study 15</b> - Peer Reviewed Sources
Week 10	Sources 4 - Scholarly Discourse	
M 8/26	<b>How Do Scholars Revise? And Project D Workshop</b> <ul style="list-style-type: none"> <li>• Sommers, “Revision Strategies of Student Writers and Experienced Adult Writers” [Canvas]</li> <li>• Weninger, “Timelapse of Writing a Research Paper” [<a href="#">YouTube</a>]</li> </ul>	<b>Project Dv1.0</b> [in-class]
W 8/28	<b>Review and Wrap-Up</b>	<b>Self-Study 16</b> - Reflection
F 8/30		<b>Project Dv2.0</b> [Canvas submit]