

Writing 2: Composition & Rhetoric
Unpacking the News:
From Instagram to the *New York Times* to the Academic Journal
Summer 2022

As readers, we are better able to understand and know the world.
As writers, we can change the world

Instructor: Mark Baker

Class meeting and location: Asynchronous – see weekly Canvas modules
Conferences and workshops held on Zoom

Office: Oakes 310; Telephone: 459-3380; email: mbaker@ucsc.edu
(For summer 2021: Zoom)

Office Hours: I will post a schedule each week for sign-up conference hours. Feel free to attend as often as you would like! Don't hesitate to stop by if you have any questions, want a second opinion on a piece of writing, or just want to talk. If you can't make these hours, then make an appointment with me and we can meet at some other time.

The Course

Writing 2 satisfies the C (Rhetoric and Inquiry) requirement. Students must have satisfied the Entry-Level Writing Requirement and the College I/Core requirement before enrolling. Students who did not pass their college Core class with a grade of C or better have not the pre-requisites for this course.

In Writing 2, you'll gain lots of practice and skill with expository and research writing. This will lead you into new territory in terms of your understanding of rhetoric and research; our work will encompass writing for both academic and professional purposes. We will review organizing strategies as we discover new approaches for academic writing and research. We will engage in critical thinking and discussion over complex topics. As you work on developing your own voice as a writer this quarter, you'll also work on developing strategies for independent editing.

In this course, we'll look at topics that matter most to you – from social justice to science and technology to topics around climate change to education and the educational system to the arts and humanities. Topics over which you research and write may be of relevance to you professionally (in terms of your major and/or field of interest) or personally (what matters to you in terms of where you live, your family, your community, etc.). What's ultimately important is that you find your own voice as a writer, and much of that stems from selecting contemporary topics that you feel are worthy of consideration and research. While I'll guide you through the process, you'll create the focus. We will work with a range of texts (from news articles to graphics and videos to scholarly and research-oriented texts). As we do so, we'll consider how meaning is presented and conveyed through different texts, ranging from social media to

news sources to academic source materials. We'll consider topics that are current and relevant, and through our work we'll look at (as readers and writers) how to determine credibility.

We will talk about, work with and build on pre-writing strategies. Rather than my lecturing on this, I ask that in class you will contribute your knowledge as to your own writing experiences. We will draft for shape and scope, craft for sentence power, and edit for precision. We will also review documentation of source material.

I'll ask that you come to class with an open mind and with a willingness to listen to others as you reflect on your own experiences and circumstances. We all come from different spaces and communities, so part of our work together will sometimes involve shifting our own frame to think about someone else's experiences or realities. We'll have lots of opportunities to look at complex topics on our own (individually) as well as collectively (as a class).

Though asynchronous, this class is based upon a **workshop approach**; we will work together as a class and you will work frequently in small groups as you assist one another.

A bit about me – and my teaching values

Writing is difficult. I think this is why I teach writing – I know that it takes a great deal of work. We all have different relationships with writing and with the writing process. In this class, I'll work to demystify that process, and will give you space that will allow you to reflect on the process that works best for you.

I value the time I spend in class with you (whether that is in the actual physical classroom or on zoom). I see the classroom space as one that belongs to all of us, not just me. In practice, I will present on certain topics so as to get us started and/or provide an overview to a reading or a writing assignment. Beyond that, I look forward to what you bring to class – the sharing of your own experiences, the questions you pose, your work and collaboration with others. I look forward to the writing you will produce and the ways you will engage with the revision process.

I see the classroom space as a laboratory of sorts whereby members of the classroom community share ideas, pose questions, debate a bit, explore together. I see my office hours as a space whereby we can collaboratively look at and discuss your writing, explore questions together, work to untangle complexities. As a teacher, I don't profess to having all the answers, so I won't tell you what to do when we meet. Rather, we'll explore different possibilities, scenarios, or approaches together.

Course Outcomes

At the end of Composition 2, 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.

Course Requirements

1. Three formal writing assignments (rhetorical analysis paper, reverse research paper, genre re-mix of research topic)
2. Initial introductory writing assignment and final course reflection letter
3. Response papers and other low-stakes activities
4. Working bibliography, annotated bibliography, paper proposal (these are formal assignments)
5. Participation in weekly class discussions (on Canvas)
6. Assigned readings. Readings are to be completed (with any accompanying assignment and/or journal work) by their due dates.
7. Writing Process reflection assignments
8. 3 1-hour sessions (writing tutorials) with course Writing Assistant (Armando)
9. Drafts of your essays for peer review as well as comments on and for papers that you read.
10. Daily homework: readings, response papers, editing work.
11. Two conferences with instructor to discuss essay revisions, any problems you might be having and your accomplishments.

To pass the class, you need to have completed, with any required revisions (for credit), all formal writing assignments. You will not receive credit for the course if any writing assignments are incomplete or not submitted.

Your final letter grade for the course will be based upon the following:

- All formal writing assignments, including any revision work you do
- Research work
- Reflection assignments

- Homework, journals, response papers, exercises
- Class activities (discussions on Canvas, etc.)
- Attendance and participation (includes weekly check-in)
- Improvement

Please Note

Formal writing assignments will not receive letter grades or points. A final letter grade will be determined at the close of the quarter based upon the quality of the overall work. Please make sure to see the **course contract** along with the additional handout/rubric that will define and discuss how grades will be determined.

Principle Assignments/Course Map

1. Opening reflection letter (addressed to Mark)
2. Analytical paper/essay
3. Working bibliography, annotated bibliography/scholarly article critical review and proposal
4. Op-ed reverse research paper
5. Genre re-mix of your research focus
6. Revision
7. Final short reflection letter

Course Workload

Please plan to spend **12-15 hours per week** on this course. This is standard practice for a 5 unit course.

Textbooks and Materials Needed

- Writing 2 course materials and readings (on Canvas and online)
- Writing handbook or access to online support

General Course Policies

To Pass the Class

Faithful participation in class with journals, exercises and revisions as required, plus timely completion of all formal writing assignments are necessary conditions of passing. All papers, with the exception of essay #1, must be passing papers. Missed classwork cannot be made up for credit.

Absence

As we do not meet live as a class, you're not expected to "be anywhere" at any certain time, but for an asynchronous class like this, attendance will be based upon your completion of weekly activities/assignments, attending conferences, participating in class discussions on Canvas.

Reading for the class

You may find the reading for this course demanding at times. Do not leave your reading until the last minute, or you won't have time to read with the attention this class requires. Informal written assignments will accompany most readings.

Response papers

You will often have short (1-2 pages) response papers due; more on this later.

Revision

You are permitted to revise any paper you wish. Writing is an on-going process, and typically does not stop with a first draft. If I return a paper to you asking you to make revisions of some sort, it will be your responsibility to meet with me so we can review the paper together. I expect that you will take no longer than a week to revise a paper, and you will need to re-submit a new draft, along with your earlier draft, for credit.

Late Work

Papers (and homework) are due at the designated due date, not later. If something is going to prevent you from handing in a paper on time, make sure you arrange to get it to me before, not after, it is due. All extensions need to be cleared with me **WELL IN ADVANCE** of the due date.

Plagiarism and Academic Integrity

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.

Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

Additional Course Information

Portfolio

I will distribute a handout at a later time that details the procedures for this assignment; all students will submit at the close of the quarter a portfolio of written and revised work, with reflections on your progress as a writer and your work in the course.

Saving written work

Please make sure to save everything until the close of the quarter--this includes journal assignments, peer drafts of papers, and copies of papers that I have responded to/commented on. It will be your responsibility to take care of this and to keep your work. Missing papers will constitute an incomplete portfolio.

Copying

Please budget about \$5-10 for copying your own writing throughout the quarter - plan on two extra copies per peer review. Do not turn in to me the "only copy" of your writing. Print out an extra hard copy and keep a back-up file on computer disk.

Don Rothman Writing Award: Up to five students will receive an acknowledgment and monetary award up to \$300 for essays written in a first-year writing course. Please consider submitting your essays from this class. See website for details: <http://writing.ucsc.edu/about/rothman-award.html>

Important Campus Support Information

Title IX Reporting Responsibilities

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911.

Faculty and Teaching Assistants are required under the [UC Policy on Sexual Violence and Sexual Harassment](#) to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment.

Counseling and Psychological Services (CAPS)

College (and life in general) can be stressful and anxiety producing. Please do not hesitate to seek out support for any issues that interfere with your personal well-being and academic success. For more detailed information regarding CAPS services, go to their website at <https://caps.ucsc.edu/> or call them at (831) 459-2628.

Accommodation for 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. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at [831-459-2089](tel:831-459-2089) or by email at drc@ucsc.edu.

One Additional Comment

I maintain an “open-door” and, for that matter, an “open-email” policy; please come see me whenever you have a question, concern or just want to talk about your writing. Above all, I expect that you will keep open lines of communication with me about your work in this class. Writing 2 is a challenging and busy class -- we will be actively working on something during each class meeting and therefore consistent attendance is necessary.

Writing 2: Unpacking the News
Mark Baker
Summer 2022

The following are standards I expect you to adhere to when submitting formal writing assignments. Since you are studying at a research university, and considering the fact that I do not want to spend large amounts of class time going over such details, I ask you to familiarize yourself with what I am asking below. And please – feel free to see me if you have any questions.

- Assignments will be submitted on Canvas (informal assignments and/or response papers) or via email (more formal assignments). Clear submission instructions will accompany each assignment.
- All work – from paper #2 on – needs to be documented correctly via MLA or APA formatting. We will discuss documentation and documentation formatting in class (briefly). I'm happy to answer any and all questions, both in and out of class; however, you will need to read (prior to drafting essay #2) the material on MLA or APA documentation in a writing handbook and/or Purdue OWL. You may also wish to look at the *MLA Handbook* or online APA style guide materials. Again—all documentation must be correct to form.
- Since there are various components to the writing process, I'll expect that you take the time to both revise and proofread your papers. These are separate tasks. Papers which contain numerous errors in proofreading will be returned to you without an evaluation. You will need to fix these errors and re-submit the paper to me. I will, though, be more than happy to help you correct these errors, and you can also look them up along the way in appropriate handbooks.
- Please make sure to use a readable font (ones used in advertisements and for most “design” type projects are typically not great for formal essays). Font size should be 10 - 12, depending on font style. Formal essays are to be double spaced, and should have 1 inch margins. See the MLA section for how to number the pages of an essay. In addition, all work is to be stapled.

Course Contract

Meeting the requirements listed in the contract guarantees you a B in the class. In order to meet these requirements, please be prepared to spend at least 12 hours per week on work for this course outside of class.

Earning a B+, A-, or A means going above and beyond these requirements. Here are some ways to earn one of these grades:

1. Take chances with your thinking and approaches to your work (be ambitious, creative, inquisitive; seek deeper understanding instead of easy answers).
2. Achieve “exceeds requirements” on narrative feedback.
3. Provide especially thoughtful feedback to peers in writing group meetings (show that you have considered the rhetorical elements particular to the assignment).
4. Demonstrate an especially strong awareness of yourself as a writer, insightfully using key concepts from the class to frame your choices as a writer and your analyses as a reader

Not meeting the requirements listed in the contract will result in any of the following grades dependent on how close to meeting the requirements you are: B-, C+, C, C-, D, F, NP.

Rough Drafts

Each needs to reflect a good faith effort to meet basic requirements (e.g. word count, use of sources, etc.).

- Paper 2 rough draft
- Annotated bibliography draft
- Reverse research project draft
- Research genre project draft

Workshop Participation & Revision Work

- Timely submission of all rough drafts (paper 2, annotated bibliography, reverse research project, final assignment) in google folder

- Offer thoughtful feedback¹ on peers' in writing group meetings, including completion of peer-response worksheets
- Active engagement in revision process assignments (writing group work, conferences with me, etc.).

Final Projects

Final drafts to meet the following criteria:

- Be submitted on time
- Paper 2 must be substantially revised², including thoughtful³ revision notes
- Research paper must be substantially revised, including thoughtful revision notes
- Include reflective letter, clearly utilizing key concepts from class
- Each paper should demonstrate passing elements
- Each assignment should utilize textual material and others' ideas ethically (i.e. no plagiarism)

Homework Completion (assignments)

Each needs to reflect a good faith effort to meet basic requirements (e.g. answer each question, timely submission, accessible in class, etc.).

Assignments should be submitted in a timely fashion. Life happens – please see me as to any extensions.

- Response papers
- Short exercises/activities
- Class discussions
- Research plan (informal)
- Working bibliography
- Cover letters (with assignment submissions)
- Revision reflection statements
- Informal group projects (posters, etc.) completed with class members

Attendance & Class Preparedness

- Submit weekly assignments

¹ Thoughtful feedback means you have commented on the draft (you are prepared to offer input during workshops), you are able to answer the workshop questions in regard to your peers' drafts, and your feedback goes beyond commenting on mechanics like spelling, grammar, wording.

² Substantial revision means thoughtfully revising at least 40% of the project.

³ Thoughtful revision notes are those that explain to me, your reader, what you have revised and why you have done so (1-3 sentences for each note). It is up to you what you revise or do not revise in these projects. For any feedback from me that you have decided not to employ, offer a revision note that explains why you have chosen not to do so. That is, SHOW me your rhetorical decision making.

- Contribute thoughtfully to class discussions on Canvas (regularly, weekly)
- Attend writing group meetings
- Attend individual meetings (with Mark)

Reading and Assignment Schedule

Please note: All dates and assignments are subject to change! Additional assignments for class preparation will be made from time to time as well.

Week 1: Week of June 20

Topic: Getting launched, class organization, thinking about writing and rhetoric

Introduction to class

Distribute syllabus

Begin discussion of writing process

Readings due:

- Read/review class syllabus
- Trimble: chapters 1 and 2
- Anzaldua

Writing due: Essay #1 (letter to Mark) due

Response paper

Week 2: Week of June 27

Topic: Thinking Rhetorically, The Writing Process, Introduction to source material

Preparing to write essay #2

Pre-writing strategies

Rhetorical situations

Paragraph focus

Readings due:

- from *Writing Analytically*
- TBA

Writing due: Response paper #1 and Trimble notes

Week 3: Week of July 4

Topic: Primary source material, paragraph focus, writing with purpose, rhetorical analysis

Peer response (required)

Note: You should have dedicated significant time to preparing your rough draft.

Writing due: Rough draft of essay #2 due in class for workshopping

Readings due:

- Trimble: chapters 3, 4 and 5
- TBA

Writing due: Rough draft of paper #2, final draft of paper #2

Week 4: Week of July 11

Topic: Getting started on research, library databases, the research question

Library research begins

Working with scholarly articles/sources

Readings due:

- Library tutorials (sent via email and posted on Canvas)
- TBA

Writing due: Research working bibliography, response paper

Week 5: Week of July 18

Topic: Research • Developing research questions

Working with sources

Writing due: Annotated bibliography and formal proposal (draft)

Week 6: Week of July 25

Topic: The annotated bibliography and critical review • Reverse research

Reading due: TBA

Writing due: Response paper

Week 7: Week of August 1

Topic: Planning for revision, putting the research paper together

Reading due: Trimble: chapter 8, TBA

Writing due: Rough and final draft of reverse research paper

Week 8: Week of August 8

Topic: revision and editing, thinking rhetorically, writing in different genres

Reading due: Harris: chapter 5 (on Canvas), Trimble: chapter 12 (Canvas)

Writing due:

- Revision assignment/packet
- Research draft I due
- genre notes/research

Week 9: Week of August 15

Topic: Genre

Thinking more about rhetoric and rhetorical choices

Writing due: Research draft II due

Week 10: Week of August 22

Topic: wrapping it all up

Writing due: Final genre research project/reflection statements