

Writing 2 - Rhetoric and Inquiry - Summer 2022

Contemporary Narratives of Health, Well-Being, and Neuro-Emotional Intelligence

Robin King

Email: ryking@ucsc.edu: Messages only.

Office hours: **Directly after class** and by appointment

Zoom link to office hours: (Same as full class meetings)

(I will let you in from the waiting room after meeting with students who arrive earlier.)

Zoom link to full class meetings:

<https://ucsc.zoom.us/j/94170841538?pwd=Vmxyb1VONDVLVW1YZ0xwdVlvaHlsZz09>

Writing Program Website: <http://writing.ucsc.edu/>

Texts and Supplies (Texts are sold at the UCSC bookstore.):

1. **Writing with Style: Conversations on the Art of Writing** (3rd. Ed.) by John R. Trimble **(required)** (Purchase this a couple of weeks or so before the beginning of class to have ready for day 1.)
2. Pdfs and links to articles which I will send you or post on Canvas
3. Access to recently published news articles or video newscasts
4. Access to the (free) Purdue **Online Writing Lab** (owl.english.purdue.edu)

Course Requirements

1. Compose, deliver and revise all major projects.
2. Complete and annotate all reading assignments by their due dates.
3. Thoughtfully engage informal activities including freewriting, brainstorming and homework.
4. Attend class regularly with video turned on, and actively engage in-class activities.

Course Overview

We will research and explore narratives about how emotional intelligence--and the lack of emotional intelligence--influence health and well-being. Through formal essays and class discussion, students will question how culture and mass media establish narratives that shape perceptions of well-being and unrest.

Here is the main research questions that will guide reading, writing, observations and critical thinking for this class:

How and why are physical and emotional health improved or sabotaged by culture and social relationships?

We will consider the most popular contemporary topics about emotional intelligence: Trauma, Shame, Vulnerability, and Empathy.

Notes about class meetings:

This Writing 2 section is a synchronous remote/Zoom class.

To reduce Zoom fatigue, we will meet one day a week and alternate between full class Zoom sessions **from 9-10:35am** and small writing group Zoom meetings TBA, and you will meet with a Writing assistance every other week or so. (You will have the option of meeting with your WA more often than once a week as assigned if you would like additional assistance.) Attendance is a requirement to pass the class.

- During the quarter there are two Mondays that fall on holidays: June 20 (week 1) and July 4 (week 3). **For those weeks we will meet for our full Zoom classes from 9-10:35am on Wednesdays, whereas on other weeks of full class sessions we will meet on Mondays from 9-10:35am.**

So that we don't fall behind at the beginning of the quarter, a **short assignment that is posted in the syllabus and described below is due on Monday, June 20**, uploaded to Canvas.

- The remaining **full class** Zoom meetings will take place on **Mondays** of weeks 2, 4, 6, 8, 9 & 10, and assignments will be due on both Mondays and Wednesdays, although **we will not meet as a full class on Wednesdays** of these weeks.
- Small writing group meetings (times TBD) will take place during weeks 5 & 7.
- Week 10: We will meet as a **full class on Monday**. No class on Wednesday, but final **portfolios are due**.

Tentative Schedule of Due Dates, Activities and Assignments Due

Texts: *Writing With Style - WWS*
 Research/Peer reviewed publications
 Documents posted on Canvas

Week 1 June 19-25	<p><u>Monday - Juneteenth Holiday</u> No class but short assignment due: (Consider completing these before the holiday weekend so that they are ready to upload on Canvas by Sunday, June 19.) 1. Watch this very short video:</p>	<p><u>Wednesday in Class</u></p> <p>1. Upload (via the assignment section of Canvas) your schedule of classes and activities for this 10-week quarter so that writing groups can be organized. (Do not send a screenshot! Use the</p>
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	<p>https://www.youtube.com/watch?v=W6CBb3yX9Zs</p> <p>2. Type and submit to Canvas a short (one page or less) informal response that includes a few notes about the points made in the video about emotional well-being and physical well being:</p> <p>In a half a page or so, type up a few ways that this video explains or indicates how each of the three subjects listed below are sabotaged by aspects of contemporary culture:</p> <ol style="list-style-type: none"> 1. Health 2. Well Being 3. Emotional Intelligence <p>Reading due:</p> <p>The Trouble With Empathy - The New York Times,</p>	<p>template* at the end of this syllabus.)</p> <p>2. Read the 8 research modules on the McHenry Library website, and write a two sentence or more response to each one. This is a Step-by-step tutorial for learning research skills.</p> <p>In your informal response you might answer this question: <i>As I complete the research project for this class, what specific steps or types of thinking do I need to keep in mind to successfully adopt the mind of a researcher and produce a final research project that has integrity?</i></p> <p>(Upload your informal response to Canvas.)</p> <p>Discussion:</p> <ul style="list-style-type: none"> ● Introduction to W2 and genre studies ● Adopting the Mind of a Researcher and thinking about a research topic ● 1st formal genre assignment: response essay ● Consider this research question: <i>How and why do cultural messages or trends sabotage physical and psychological health, social relationships, and emotional well-being?</i>
<p>Week 2 June 26 -July 2</p>	<p>Full class meeting on Monday</p> <p>Reading Due</p> <ol style="list-style-type: none"> 1. Writing About Texts (Canvas) 2. "Op-Ed: Big Food wants us addicted to junk food. New 	<p>Wednesday – No full class</p> <p>Each of you will sign up to meet once a week with the WA for this class.</p> <p><u>Due by Friday at noon:</u></p>

	<p>Brain science may break its grip.” (Canvas)</p> <p>3. Writing formal response papers(essays) for this class (Canvas)</p> <p>Writing Due (upload to Canvas) Outline and well-organized draft of your formal response essay about how the author addresses the role of culture as it relates to health, well-being, and neuro-emotional intelligence.</p> <p>Sign-up to meet with WA.</p> <p>Genre Investigation: <i>Olives - Emotional Hijacking</i></p>	<p>Refined response paper, ready for grading.</p> <p>Plan ahead! The beginning stages of your research project are due next week. These preliminary assignments require time. You are encouraged to begin drafting these assignments over the weekend:</p> <ul style="list-style-type: none"> • topics you are considering • google worksheet for adopting the mind of a researcher • Formal research proposal
<p>Week 3 July 3-9</p>	<p><u>No class on Mon. - (4th of July holiday)</u></p> <p>Assignments due by Monday</p> <ol style="list-style-type: none"> 1. Read through the prompts/assignment descriptions for all parts of the research project, and write down your questions about the assignment(s). 2. Then look at the short video: https://youtu.be/jj-F6YVtsxl 3. Come up with and <u>upload to Canvas</u> three tentative research topics or specific research questions that will anchor your research project about a specific way that <i>social relationships, emotional well-being and physical and psychological health are sabotaged by contemporary cultural trends?</i> 	<p>Full class meeting on Wednesday.</p> <p>Reading Due</p> <ol style="list-style-type: none"> 1. <i>WWS</i> chap. 1: “Thinking Well” Take notes about how your writing process resembles the characteristics of a novice writer. <p>Writing Due Uploaded to Canvas</p> <ol style="list-style-type: none"> 2. Complete and submit a google worksheet for your research topic. (See worksheet prompt/assignment sheet for details of what information to include in this worksheet). 3. Develop a 2-page Proposal for your Research Project Include a focused research question, a number of sub-questions, a description of your topic, and your working bibliography. (See proposal prompt/assignment sheet for

	<p>4. Begin skimming texts to gather background for your research topic and information to help you analyze and answer your research question.</p> <p>5. If you want to refresh your thinking about research and how to adopt the mind of a researcher, review the 8 tabs of the Step-by-step tutorial for learning research skills. (McHenry Library website) about college research skills.</p> <p>6. Begin a google worksheet that is due this Wednesday, along with your research project proposal.</p>	<p>details of what information to include in this proposal).</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Locating sustainable Research Topics • Writing Literature Reviews <p>Genre Investigation: Student Research Essays</p>
<p>Week 4 July 10-16</p>	<p>Full class meeting on Monday</p> <p>Reading Due</p> <ol style="list-style-type: none"> 1. Read/skim scholarly articles for your research and literature review. 2. WWS Chapter 2: “Getting Launched” 3. WWS Chapter 4: “Middles” <p>Writing Due</p> <p>3. Draft of literature review of 4 or more sources, including at least two peer-reviewed sources</p> <p>(If the literature review genre is a new writing genre for you, look for samples online. (A sample--<u>that could be further revised</u>--is also on Canvas.)</p> <p>Discussion: next assignments</p>	<p>Wednesday – No full class</p> <p>Meet with your WA this week to go over and refine your literature review for your writing group next week.</p> <p>Reading Due</p> <ol style="list-style-type: none"> 1. WWS chapter 3: “Openers” 2. WWS chapter 5: “Closers” <p>Writing Due (upload to Canvas)</p> <ol style="list-style-type: none"> 3. Reading response questions for chapters 2, 3, 4 & 5 in WWS

	Genre Investigation: Meme - Fear of Shadows	
<p>Week 5 July 17- 23</p> <p>Writing Group #1</p>	<p><u>1st Writing Group Week</u> No full class meeting on Monday or Wednesday of this week. <i>Instead of class, go to your assigned Zoom writing group meeting</i> where your writing due will be evaluated.</p> <p>Upload your polished literature review to Canvas and share with Robin and the group via google docs)</p> <p>We'll discuss next assignments at the end of the writing group meeting.</p>	<p>Plan ahead! Work on your research essay or research presentation now and throughout the weekend so that you leave enough time to polish your writing, and take drafts to and practice delivering with your WA.</p>
<p>Week 6 July 24-30</p>	<p>Full class meeting on Monday.</p> <p>Reading Due WWS chapter 7, "Readability"</p> <p>Writing Due</p> <ol style="list-style-type: none"> 1. Well-developed outline and draft of your research essay or well developed plan of visuals and narrative for your research presentation 2. Reading response to WWS chapter 7, "Readability" 3. <p>Discussion Introductions, Conclusions and Analysis</p>	<p>Wednesday – No full class</p> <p>Meet with your WA this week to go over and refine your research essay or run through your research presentation in preparation for your writing group next week.</p> <p>Reading Due</p> <p>WWS Chapter 14, "Quoting"</p> <ul style="list-style-type: none"> • Apply the reading due to your research presentations or research essays. • "A Look inside textbooks that Florida Rejected" (Canvas) (Informal Genre Investigation: Notice the characteristics of writing, research and argumentation integrity that this article exhibits. Also notice how it addresses issues of health, well being and emotional intelligence.)

		<p>Writing Due (upload to Canvas) Reading response: Explain how each reading due indicates specific characteristics of research writing.</p>
<p>Week 7 July 31- Aug. 7</p> <p>Writing Group #2</p>	<p>2nd Writing Group Week</p> <p>Assignment Due: (uploaded to Canvas; shared with Robin and the group via google docs) Deliver your polished research essay or research presentation. Include a reverse outline and bibliography.</p> <p>Reading Due: The Shaming-Industrial Complex The New Yorker</p> <p>Discussion: next writing assignment</p>	<p>Plan ahead! We are now moving to the 4th formal genre assignment.</p> <p>You are encouraged to begin genre investigation of memoirs and drafting your auto-ethnography right after your Writing Group meeting and throughout the rest of the week.</p>
<p>Week 8 Aug. 7-13</p>	<p>Mon. of Week 8 - Full Class Meeting</p> <p>Assignments Due Before Class:</p> <ol style="list-style-type: none"> Genre Investigation: Memoirs Read two or more short memoirs and be ready to discuss them in class. Complete and upload to Canvas a genre Investigation of one of these memoirs. (See Canvas for details and sample categories of analysis for the memoir genre investigation assignment.) Include references to chapters from Writing With Style about the characteristics of effective (or ineffective) writing. Read the prompt for the Auto-Ethnography assignment. (See Canvas Modules and Assignments) Reading Response to WWS, Chapter 6, "Diction": How do specific tips about writing offered in WWS, Chapter 6, challenge you to be more 	<p>Wednesday – No full class</p> <p>Meet with your WA this week to go over your plans, outline and/or draft for the auto-ethnography genre assignment.</p> <ol style="list-style-type: none"> Continue reading (and informally/mentally conducting genre investigations of memoirs of your choice. Submit a well-developed outline/draft of your memoir/auto-ethnography to your WA. Reading:

	thoughtful about small scale editing of your writing?	
Week 9 Aug. 14-20	<p><i>Mon. of Week 9 - Full Class Meeting</i></p> <p>Refined auto-ethnography due before class. (Upload to Canvas.)</p>	<p>Wednesday – No full class</p> <p>Work on your final portfolio.</p> <p>Meet with your WA this week to go over revisions and plans for revising your formal assignments.</p> <p>Review each of your formal assignments/ genres, and write a short, but specific plan of revision for each project. Upload this plan to Canvas.</p> <p>Plan ahead! Your final portfolio of revisions and metacognitive reflections are due next week. Consider signing up to review your revisions with your WA?</p>
Week 10 Aug. 21-27	<p><i>Mon. of Week 10 - Full Class Meeting</i></p> <p>Reading due: WWS Chapter 8, “Superstitions” Reflect on your writing education in K-12 as you read this chapter.</p> <ol style="list-style-type: none"> 1. WWS Chapter 8, “Superstitions” Reflect on your writing education in K-12 as you read this chapter. <p>Writing Due: Metacognitive Self-Evaluation:</p> <p>Write a self-assessment by answering each of the following questions with specific details,</p> <ol style="list-style-type: none"> a. How will you transfer the writing and critical thinking skills you learned or became aware of in Writing 2 to future writing projects during your college career? 	<p>Wednesday – No full class</p> <p>Final Portfolio Due</p>

	<p>b. What are your main writing challenges that you need to stay metacognitively aware of as you approach future analytical writing projects at the university?</p> <p>c. How has your writing, writing consciousness, and ability to give writing criticism progressed and improved, as well as how might you take steps to be accountable for your writing challenges with future writing projects?</p> <p>What can you notice now that you couldn't or didn't notice before taking this class about your own writing and writing by your peers and others?</p> <p>Course Conclusion</p>	
	<p><i>Have a few pleasant weeks of summer before fall quarter begins!!!</i></p>	

Updates to the course syllabus will be distributed throughout the quarter.

*** By the middle of week 1, please send me your schedule of classes and activities for the next 10 weeks.**

Template/Format for writing up and uploading to Canvas your schedule of classes and activities for the quarter:

A. First, please identify where in the world you are living and your time zone.

B. Then write up your schedule like this:

Mon: 11am-12:35pm-W2
12-2:45pm-work in cafeteria
3-4:35pm-French 2

Tues: 3:20-4:55pm-Intro to Radio
5:20-6:55pm-COWL 89

Wed: 11am-12:35pm-W2
12-2:45pm-work in cafeteria
3-4:35pm-French 2

Thurs: 11:40am-1:15pm-Astronomy

Fri: 10 - 11:35am-French 2

No screenshots, please!

C. Upload this to Canvas in the Assignments section titled "Upload Your Schedule of Classes and Activities"

Categories of Analysis For Genre Investigations

Genre and Genre Characteristics	
Design and Organization	
Content and Development of Insights	
Any Connections to Emotional Intelligence and/or Emotionality?	
Balance of Summary and Analysis	
Readability and Writing Characteristics	
Evidence of Research and/or Inquiry, and Credibility	
? Additional Categories or Elements for Analyzing and/or	

Describing the Value of the Content, Rhetoric and Genre Dynamics.	
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Formatting of Assignments

Type homework assignments on google docs. Each writing project must be typed, spell checked, double-spaced, and pages numbered. Include a single-spaced header with your name, email address, section number, essay assignment/genre, and date. (Revise the date of each revision.)

Class Communication

I will email you at your UCSC address with information about the class. Please be sure to check your UCSC email *regularly* so you do not miss important information, or arrange for your UCSC email to be forwarded to an account that you will check every day. You may send me messages via email, but assignments will usually be uploaded to Canvas or shared via google docs. And please proofread your emails before you send them to me. Emails to college instructors are not text messages! Establish full sentences, and edit for errors in grammar and punctuation.

Attendance:

Attendance to class, writing groups and Writing Assistance meetings is mandatory. Missing any more than 2 sessions may be cause for not passing the course. In addition, in missing any class, you will miss valuable information, collaboration, activities, handouts, and announcements that may disrupt your learning experience. Please plan on attending class, and plan on coming prepared to think, talk, and write. If you need to miss a class, it is your responsibility to contact the instructor ahead of time to turn in any work that will be due that day and find out what schedule changes or due dates will be announced in class, what handouts and assignments will be given, and what activities you could do in your own time to help you prepare for the next class.

If you are late to class or have your video turned off on a regular basis, it will affect your grade. In addition, all assignments (reading, informal writing, drafts, and formal projects) are due at the beginning of class or on the specified due dates. Any assignment turned in late will have credit deducted from that assignment's final grade.

Academic Integrity:

I expect you to be familiar with the University's policies on plagiarism (Look it up in the UCSC Catalog). Plagiarism is stealing or passing off as one's own the ideas or words of another or using a creative production without citing the source. Any work submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course. In all of your assignments, including your informal journals or your drafts of papers, you may use words and ideas written by other writers, but only if you cite the source of the idea or the words properly—usually

through a signal phrase, quotation marks, and a parenthetical citation. We will work on how to properly introduce and cite sources in class, but if you are ever unsure how to cite your sources properly, please look in the Purdue OWL or ask your instructor. You may also consult the UCSC Library guide “Why Cite Your Sources:” <http://library.ucsc.edu/help/howto/why-cite-your-sources>. Students who plagiarize may fail the class.

Accommodation for students with disabilities

If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to me in person outside of class (e.g., office hours) within the first two weeks of the quarter. Contact DRC at 459-2089 (voice), 459-4806 (TTY), or <http://drc.ucsc.edu/> for more information on the requirements and/or process.

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, as soon as possible in the academic quarter, preferably within 1 week. I also am open to and want to encourage you to discuss with me ways I/we can ensure your full participation in this course. If you have not already done so, I encourage you to learn more about the many services offered by the DRC. You can visit their website (<http://drc.ucsc.edu/index.html>), make an appointment, and meet in-person with a DRC staff member. The phone number is [831-459-2089](tel:831-459-2089) or email drc@ucsc.edu.

Humanities Don Rothman Writing Award

Purpose: To honor the achievements of one or more first-year students in the genre of nonfiction, academic, analytic writing, and to recognize excellence in writing pedagogy.

Award: Up to five students will receive an acknowledgment and monetary award up to \$300 during a Fall [awards ceremony](#).

Application: Essays should be submitted [May 15–June 15](#), to the Writing Program office. Submissions must include the official [submission form](#) and three printed copies of the essay. All pages of the essay should be numbered and without the applicant's name.

Guidelines: Essays must have originated in a C1 or C2 class during the [current](#) academic year and should demonstrate serious engagement with issues raised in the class, including the importance and impact of other writers' ideas. Length should be commensurate with the essay's purpose, but no more than 2500 words.

Course Conditions

The purpose of UCSC's two-quarter composition sequence is to help students develop critical reading, thinking, and writing habits that will allow them to be versatile, flexible writers who communicate effectively in a variety of writing situations and disciplinary fields. These courses introduce students to writing knowledge and practices, such as developing strategies for composing and reflecting on their work; using and applying rhetorical concepts; identifying and adapting genre conventions, including those of their discipline(s); finding and evaluating source material; and editing and revising their own work.

Enrollment Conditions:

Successful completion of College 1 and Entry-Level Writing Requirement (ELWR) are prerequisites for students' enrollment in the C course (Writing 2). Students must successfully complete Writing 2 before the seventh quarter of enrollment. Writing 2 satisfies the C2 (Rhetoric and Inquiry) requirement. Students who did not pass their college Core class with a grade of C or better have not satisfied the C1 requirement.

C2 Learning Outcomes:

At the end of Composition 2 (C2), 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.

This is a five-unit course. Final grades will reflect academic performance in the following categories:

- a. **Attendance to, preparation for and participation in class meetings, small group discussion, writing groups, and conferences. Keep your Zoom video on for the duration of each class meeting.**
- b. **Completion of Reading Assignments:** Grades will reflect how well students demonstrate that they have (*or have not*) completed reading assignments and prepared for discussions or presentations.
- c. **Quality of writing on early drafts *and* final revisions of essays and research paper:** Your main goals for this class are to learn and demonstrate research, text analysis, critical thinking, and effective analytical writing.
- d. **Quality of self-editing, and editing of classmates' papers:** Develop thoughtful editing skills by using strategies that are addressed in reading assignments and class meetings.
- e. **Quality of performance on short assignments like response papers and other homework**

Grading Options

This course may be taken for a letter grade or for a pass/no pass grading designation. (Change your grading option—letter grade vs. pass/no pass—by the 3rd week of the quarter.)