

**M/W 1:15–2:30, HOL 111****Professor:** Kathryn Huff**Email:** Kathryn\_huff@redlands.edu**Office Hours:** By appointment**I. COURSE DESCRIPTION & FOCUS**

This Analytical Reading and Writing course will focus on YOU and your learning goals. It is a space where you will have time to read and time to develop your ideas and write. You'll write in response to reading and build on strategies you may already have to read for understanding: summarizing others' ideas, reflecting on what other writers are doing in their texts, reading for your own purposes, developing your own questions, putting texts in conversation with each other, and having something important to say that will contribute insight to the ongoing conversation. You'll learn to read like a scholar rather than rely on others' questions or accept others' ideas at face value). You'll also learn how to get started writing and work through writer's block, since challenges in those areas usually relate to needing more time to rest, research, read, and reflect.

Class activities will focus on developing your analytical and rhetorical reading strategies such as taking effective notes, identifying an author's claim, sussing out the logical parts of an argument, collaborating with your peers, and connecting to other readings and your own ideas. We'll move from task to task at a pace that will give you time and space to explore your writing process: different ways to develop ideas, create drafts, receive and provide feedback, and revise. I will provide lots of guidance on integrating sources effectively, including practice paraphrasing and putting quotes in context, using ethical citation practices, and formatting an MLA Works Cited. You will be strongly encouraged to use the wonderful writing support of the Writing Center. The longest paper is typically 4–5 pages, and 2 papers of this length are developed and revised during the semester. The course runs 9/3–12/9.

**II. STUFF YOU'LL NEED****Required Textbooks & Resources**

1. Wardle, Elizabeth, and Doug Downs. *Writing about Writing*. 4<sup>th</sup> ed. Macmillan, 2020. [WAW] Paper copy only, no e-versions or rentals. You will be annotating this textbook by hand.
2. Computer, printer, recording devices (cell phone or computer camera & mic are suitable, no need to purchase special equipment); reliable internet; device for scanning & uploading images & documents (cell phone is fine); copy paper for drafts. [Note: If you need technological support or resources, contact [resnet@redlands.edu](mailto:resnet@redlands.edu). Options include short-term loans of laptops & portable "hot-spot" wi-fi devices]
3. Class notebook (provided by instructor on the first day of class); pens/pencils for annotating and writing in your textbook.
4. Expect to spend about \$20 over the semester for printing costs for drafted essays.

**III. STUFF YOU'LL LEARN****Course Learning Outcomes (CLOs)**

**By the end of this course, you can expect to be able to do the following:**

**Analytical Writing (AW)**

1. Develop & practice creating original, focused, compelling, coherent, claim-driven, well-organized, carefully edited, well-reasoned, well-supported, properly cited (MLA style), multi-drafted, civil, fair, balanced, texts.
2. Understand & avoid forms of plagiarism
3. Identify & practice rhetorical strategies— logos, pathos, ethos, point of view, voice, word choice, punctuation, syntax, storytelling, & sentence style
4. Identify & practice fixing writing issues for greater coherence, clarity, consistency, finesse, & control
5. Reflect on your writing; practice planning, revising, self-assessing; & transfer into future writing situations

**Analytical Reading (AR)**

6. Develop & practice critical reading strategies to analyze scholarly articles
7. Analyze, evaluate, & thoughtfully respond to others' writing, not just *what* is said but *how* it is said
8. Identify the central claims of a text, & compare those claims to your own ideas
9. Evaluate rhetorical appeals in texts, & identify logical, emotional, or ethical fallacies
10. Practice re-reading & discussing with others to deepen your understanding of a text

**Academic Conversation & Culture (ACC)**

11. Collaborate to create presentations that analyze scholarly work & synthesize peers' ideas
12. Grow toward greater complexity in thinking with increasing receptivity toward new, opposing, or diverse perspectives
13. Give & receive constructive feedback to peers' work appropriate to the specific phase of the writing process.
14. Develop confidence in writing or voicing your ideas; see how your ideas contribute to the academic conversation.
15. Practice self-evaluation, reflection, contributing your ideas to class discussion, & managing your time to meet your goals for the course

**IV. GRADING APPROACH: FINAL COURSE GRADE & HOW YOU'LL SELF-EVALUATE**

This course uses ***self-evaluation*** where YOU (not I!) evaluate your own learning and the quality of your work. This system will help alleviate the stress you may associate with grades, give you the freedom & space you need to ***learn***, give you choice & control over your final grade, and help you develop essential metacognitive skills necessary for self-evaluation. You will learn to clearly measure the extent to which you meet course learning outcomes and meet your learning goals. You will evaluate your projects on UR's point scale, and you will complete a self-evaluation reflection on each major project.

This may be a new system to you, so I agree to take however much time is needed to ensure you understand expectations & practices & are poised to achieve your learning goals for the course. My goal is to support your aims & to be transparent about expectations for learning throughout the semester.

Neither Canvas nor I will calculate your final grade—YOU will. At midterm and at the end of the semester, you will evaluate holistically the body of work you have created over the course of the semester. You will evaluate the quality, thoroughness, and growth that your body of work demonstrates.

To determine the course learning outcomes you have achieved, you will use UR's Undergraduate Grading System (see below) and tell me the number you have achieved. Be prepared to explain your reasoning.

4.0 <95-100% 3.7 <90-94%	Outstanding. The student displays exceptional grasp of the material, frequently with evidence of intellectual insight and original thought. Project exceeds expectations.
3.3 < 87-89% 3.0 <84-86% 2.7 <80-83%	Good. The student's work demonstrates a thorough grasp of the material with occasional errors and omissions. Project was thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.
2.3 <77-79% 2.0 <74-76% 1.7 <70-73%	Acceptable. The quality of work is acceptable, meeting minimal course standards, but is not exceptional. Performance on the project is satisfactory and demonstrates that the student kept up with the material and attended to detail.
1.3 <67-69% 1.0 <64-66% 0.7 <61-63%	Poor. The quality of work is not always satisfactory but overall was passing. Assigned work is not always done or, when done, is inadequate. Performance on work is generally weak with regard to understanding of subject, proper formulation of ideas, and thoroughness.
0.0 <0-60%	Failing. A grade of "F" indicates that the student has failed the project. The quality and/ or quantity of work is not of college level. A failing grade may be assigned for a variety of reasons such as failure to complete project or course specs as outlined in the prompts or syllabus, inability to comprehend course material or ineptitude in dealing with it, consistently unsatisfactory performance on projects, or excessive absences.

I will read and comment on all of your formal writing projects, observe your participation in class, and monitor your overall progress. I will also work with you in determining goals for the course, and provide structure and guidance so that you may learn effective self-evaluation. I will continue to do everything that professors do when they determine grades, except for one thing: I will not write numerical or letter grades on your projects. Instead, you will complete reflective worksheets to determine the degree to which your work meets or exceeds project learning outcomes.

To ensure fairness and maintain the integrity of this system of evaluation, I must clarify certain parameters and restrictions: if you thoughtfully engage throughout the course, and take course requirements seriously, I hope to honor your self-evaluated grade and allow that grade to be the grade you receive for the course. However, if you do not complete assignments, fail to thoroughly address project requirements or achieve project learning outcomes, have a habit of turning in assignments late, miss too many classes, or do not properly fulfill the self-evaluation process, I reserve the right to adjust your self-evaluated grades.

- **SELF-EVALUATION LOGBOOK—DUE AT FINAL GRADE CONFERENCE**

On the last 4 pages of your composition notebook, you will create and maintain a personal self-evaluation logbook. Label one page for each of the three grade categories below and the final page for your final grade reflection (to be written on the final day of class). The logbook will be submitted during the final grade conference at the end of the course.

## V. PROJECTS: 3 PROJECT CATEGORIES

### A. Analytical Writing Projects (40% of grade) (CLOs 1–11):

- **Sentence Style Essay [SSE] (5% of your grade)**— This project asks you to explore what you know, believe, and experience when you read or write sentences. In writing this piece, you will work your way toward a philosophy of your sentences. You will practice Incorporating ideas from the writers we’ve studied up to this point. MLA style [MLA format, thoughtful engagement with other writers, seamless quote sandwiches, in-text citations, Works Cited, cross-referenced sources]. Length: 2+ full pages and enough beautiful sentences to explore your idea thoroughly. . Option: Multimodal Essay (a digital combination of visual elements and substantive text—presented in class).  
☑Updraft Due: 1/30
- **Writing about Process [WAP] (10% of grade)**—This project asks you to examine your writing process and reflect on how you write and how your process compares to others. You’ll incorporate details about your actual writing practices that you might not have been aware of before. Reflect on what you learn about your writing process. Synthesize terms and concepts we’ve read about and discussed in class. Choice of three prompts. MLA style [MLA format, thoughtful engagement with other writers, seamless quote sandwiches, in-text citations, Works Cited, cross-referenced sources]. Length: minimum 4+ full pages and enough sentences to create a well-developed, well-reasoned, well-written paper. Option: Multimodal Essay (a digital combination of visual elements and substantive text—presented in class)  
☑Updraft Due: 2/20; Peer Reviews Due: 2/25; Dental Draft Due: 2/27
- **Literacy Narrative [LN: 10% of your grade]**—Reflecting on your history as a reader and writer, you’ll tell a clear story that describes key details and events in vivid imagery, uses plot, characters, theme, setting, and narration to make a point about where you are now as a writer and reader and how your past has shaped your present. You’ll also incorporate ideas and concepts from the readings. MLA style [MLA format, thoughtful engagement with other writers, seamless quote sandwiches, in-text citations, Works

Cited, cross-referenced sources]. Length: minimum 4+ full pages and enough sentences to create a well-developed, well-reasoned, well-written paper. Option: Multimodal Essay (a digital combination of visual elements and substantive text—presented in class).

□Updraft Due: 3/18; Peer Reviews Due: 3/20; Dental Draft Due: 4/1

- **Rhetorical Analysis Project [RAP: 5% of your grade]**--This project asks you to summarize two opposing arguments on an assigned complex topic and to analyze how each argument is made. Your analysis will identify and analyze select rhetorical strategies (as discussed and studied in class) that each writer uses to create their argument. You will evaluate the effectiveness of the strategies and describe their effect on the audience. MLA style [MLA format, thoughtful engagement with other writers, seamless quote sandwiches, in-text citations, Works Cited, cross-referenced sources]. Length: minimum 3+ full pages and enough sentences to create a well-developed, well-reasoned, well-written paper.

□Dental draft Due: 4/8

- **Portfolio [10% of your grade]**—You'll create a digital portfolio website to showcase your work & learning in this course. The portfolio will be the capstone project of the course, & it will include your SSE, WAP, LN, RAP, writer's reflections, and Reading Journal. The portfolio will also include a cover letter & visual images that support & illustrate your learning process. **Due: 4/15**

**Format:** all papers typed in a Word document or Google Doc, follow MLA style, double-spaced; 12-point Times New Roman font; 1" margins; proper heading & running header; essays and multimodal presentations must include in-text citations & a Works Cited page for cited sources. Sources must cross-reference. Refer to the [MLA Style Center](#) or [Purdue Online Writing Lab \(OWL Purdue\)](#) for grammar, punctuation, format, & citation guidelines.

**Downdrafts:** These are your first drafts where you simply get down all your ideas in quickwrites in class. Perfection is not the goal, quality thinking is.

**Updrafts:** This is where you re-envision the piece and clean up your downdraft. Flesh out your ideas, scrap some, write new ones. Concentrate on digging deeper, organizing your presentation so your ideas progress and unfold in a logical order, leading your audience through your ideas, and writing beautiful sentences. Print enough copies to give to your Scholar Circle and your instructor. Print your papers well in advance of the start of class. Except in the case of absence or emergency, email only your multimodal file to your peers; do not expect your peers to print out copies for you. Printed copies of drafts are YOUR responsibility.

**Dental Drafts:** This is the stage where you fine-tune your project, polishing every sentence and idea till it shines clearly, flossing to edit any problem that is stuck between ideas. On or before the due date, create one stapled paper packet. The order of materials is as follows, from top to bottom:

1. Self-Assessment Form—Reflecting on the Project
2. Dental Draft
3. Updraft with instructor's comments
4. SC peer review worksheets

- **Submit** the paper packet and **upload** the Dental Draft to Canvas. Drafts are due on or before the due date by the start of class.

**NOTE:** All written work should reflect your own ideas & language & be original to the current semester. Any piece of writing that you turn in with your name on it that is found to be the work of someone else will need to be revised or rewritten. Word-swapping while retaining another writer's sentence structure is considered plagiarism. Serious plagiarism might result in failing the course.

**B. Analytical Reading Journal (CLOs 12–19; 30% of your grade):** In this project, you will practice “listening” to what others say and then adding your own ideas to the academic conversation. You'll be closely reading a variety of texts—all related to the topic of writing studies. You'll practice reading analytically to comprehend complex texts and to identify rhetorical strategies writers use to present their ideas effectively. Three academic journal articles will introduce you to research in writing studies. Thoughtful engagement with the voices in these readings & your reflections on them can be used as talking points in the academic conversation. You will incorporate these voices into your own writing projects.

- **Reading:** Just do it. 100% of the time. Find a quiet, comfortable space, free from distractions. Read with a pen or pencil in hand. Annotate by writing questions (or ? or !) in the margins. Underline. Highlight. Star key words or concepts. Draw pictures. The texts beg to be written on. That's how you converse with them. Don't be an invisible listener. Talk back to the texts. Reading deeply and often is the best way to improve your writing. Sleep with the textbooks under your pillow (just kidding...or not!).
- **Reading Journal Entries (10):** Create properly formatted journal entries for each assigned reading (See Canvas instructions). Generate two original discussion questions for each reading (be prepared to ask them in class). Each article or text you write about will encourage you to think critically and analytically about what the scholar-writers are saying and *how* they say it, consider their contribution to writing studies, and evaluate how their research and ideas fit in (or disagree) with your own ideas and experience. Your reading responses will:
  - deepen your critical reading & thinking
  - demonstrate that you have read and understood what others have said
  - situate your reading and ideas in the ongoing academic conversation about writing
  - take the place of quizzes (Yay!)

**NOTE:** Come to class having read the material, and be prepared to discuss it.

**C. Academic Conversation Activities (CLOs 20–25):** Key to your success in the course will be your engagement in our ongoing academic conversation. Remember, I don't assign any grades; YOU are the one who will measure your engagement by how often and to what degree you **meet or exceed** project requirements; **collaborate** with your SC; **consult** with me and your writing tutor; and **invest** in your classmates' & your own critical thinking, reading, researching, and writing. I do not assign ANY busywork. All projects and activities align with CLO's and are

designed to give you opportunities to achieve the course learning outcomes. Your attendance is essential to your growth.

Projects & activities cannot be made up and will include but not be limited to the following:

- **Attendance & Engagement (26 sessions):** To evaluate yourself as present, you must come to class having completed assigned readings and journal entries, and you must engage in class discussions & activities (not be on your electronic devices or zoning out). If you do not meet these criteria on any given day, you will be marked absent.
- **Updrafts (2):** Writing about Process and Literacy Narrative. On or before the due date, you must submit the required number of paper copies of your complete draft that meets minimum requirements of the project.
- **Reading Journal Questions (2)**
- **Scholar Circle Seminars with Huff (2)**—Three times in the semester, you will read and analyze the updrafts of your SC peers and write constructive feedback on their draft. Once you have read each other's drafts and have completed your review forms, your scholar circle and I will meet to discuss the drafts.
- **Autoethnography & Code Analysis**
- **Scholar Circle Presentations**—At several points throughout the semester, your SC will collaborate to present concept maps, and various lessons on logical fallacies, sentence style, or other collaborative work.
- **Writing Center Consultation**— [Schedule at least one Writing Center appointment](#) for support on your choice of writing projects at any stage of the writing process you choose. Either forward your email confirmation from the Writing Center or submit a signed confirmation slip and a brief paragraph explaining what aspect of the project you worked on, what questions you had or problems you faced, what solutions or answers you found, and your plan going forward.

**VI. TENTATIVE COURSE SCHEDULE\* & ASSIGNMENT DUE DATES \*\***

\* The course schedule is subject to change. Any changes will be announced ahead in class and posted on Canvas. It is YOUR responsibility to check this syllabus schedule or any announced changes and put assignments and due dates on your calendar so you can complete them on or before the due date.

\*\*All readings & assignments are due at the start of class on the assigned due dates. Assignment criteria will be handed out in class and will be posted in Canvas in each week's module & can also be found in the Canvas module for Assignment Instructions, & Handouts. Submit all assignments as directed. SC Seminars and individual conferences will be by signup.

<u>Key:</u>	LN = Literacy Narrative WAP = Writing about Process                      SC = Scholar Circle RJE: Reading Journal Entry <i>WAW = Writing about Writing</i>			
Week	Dates	Topics & In-class Activities	Reading Assignments & Journal Entries (RJE)	Assignments Due/Submission
<b>Meta-Concept: Writing is not just something people do, but is a discipline people study through inquiry</b>				
<b>Week 1</b>	T: 1/7	Course Syllabus Course Intake Survey Intro to <i>WAW</i>		
	Th: 1/9		RJE1: <i>WAW</i> , Ch. 1, pp. 3–24	
<b>Week 2</b>	T: 1/14	SC collaborative work		Bring laptop to class
	Th: 1/16	SC presentations		SC Presentation: <i>WAW</i> , pp. 26–28, “Challenging & Exploring Your Conceptions about Writing”
<b>Threshold Concept: Writers transfer past writing knowledge to new writing situations</b>				
<b>Week 3</b>	T: 1/21	Reading reflection Rhetorical strategy 1: Elements of Poetry <a href="#">Rhetorical Devices</a>	“A Rhetorical Exercise: Persuasive Word Choice”	
	Th: 1/23	Reading reflection Rhetorical strategy 2: Elements of Sentence Style	RJE 2: Moran, “A Pedant’s Apology” and “The Ape That Writes Sentences” (handout)	



<b>Week 4</b>	T: 1/28	Reading reflection Rhetorical strategy 3: Effective Punctuation Practicing punctuation for effect	RJE3: Dawkins, “Teaching Punctuation as a Rhetorical Tool” (handout)	
	Th: 1/30	Rhetorical strategy 4: Point of view and tone Sentence style essay	RJE 4: WAW pp. 83–91, Ch. 4 Intro + Lamott, “Shitty First Drafts” and “Perfectionism” (handout)	
<b>Threshold Concept: Writing is not perfectible but is a process, and all writers have more to learn</b>				
<b>Week 5</b>	T: 2/4	Analyzing and interpreting data	RJE5: WAW, Ch. 2	
	Th: 2/6	Reading quiz Autoethnography coding and analysis	RJE 6: WAW pp. 93–118, Perl, “The Composing Processes of Unskilled College Writers”	Autoethnography recording
<b>Week 6</b>	T: 2/11	Reading quiz Writing Motivation Concept Map	RJE 7: WAW, pp. 158–171, Rose, “Rigid Rules”	
	Th: 2/13	Reading quiz SC group analytical reading activity <b>Pick your WAP prompt</b>	“Writing Motivation of College Students,” Philippakos et al.	
<b>Threshold Concept: Writing Is Impacted by Identities and Prior Experiences</b>				
<b>Week 7</b>	T: 2/18	SC group analytical reading activity, cont’d WAP DOWNDRAFT—X-PAGE: generating ideas SC Seminar Signups		
	Th: 2/20	WAP swap & editing		<b>DUE:</b> WAP Updraft + self-evaluation (Upload draft to Canvas + paper copies for SC & Prof Huff)

<b>Week 8</b>	T: 2/25 <b>NO CLASS— SC Seminars w/Prof Huff</b>	SC WAP workshop seminar		<b>DUE:</b> SC WAP Peer Evaluations (Canvas upload + paper copies)
	Th: 2/27	Create portfolios Midterm self-evaluation		Bring laptop <b>DUE:</b> Midterm self-evaluation (Canvas) <b>DUE:</b> WAP Dental Draft packet + Self-evaluation (paper packet + Canvas upload)
<b>Threshold Concept: “Good” Writing Adapts to the Context, Purpose, and Audience</b>				
<b>Week 9</b>	T:3/4 <b>NO CLASS— SPRING BREAK</b>			
	Th: 3/6 <b>NO CLASS— SPRING BREAK</b>			
<b>Week 10</b>	T: 3/11	Reading reflection Rhetorical Strategy 5: Elements of Storytelling Tim Pollock’s Using Storytelling in Academic Writing	RJE 8: WAW Intro to Ch 4, pp. 240–243; Tejada, et al, “Challenging Our Labels,” pp. 286–301	
	Th: 3/13	<b>LN Prompt:</b> handout plus below: WAW “Literacy Narrative,” pp. 358–360 Downdraft: X-page “Literacy” Storyboarding activity LN samples	RJE 9:Cisneros, “Only Daughter,” pp. 267–270	
<b>Week 11</b>	T: 3/18	LN self-evaluations		LN Updraft + self-evaluation form (upload draft to Canvas + paper copies for SC)

	Th: 3/20 <b>NO CLASS– SC Seminars w/Prof Huff</b>	LN SC peer feedback & seminar		LN peer feedback (Canvas upload + paper copies to give to peers)
<b>Week 12</b>	T: 3/25 <b>NO CLASS– CESAR CHAVEZ DAY</b>			
	Th: 3/27	Rhetorical Strategy 6: Sound Reasoning: Rhetorical appeals, syllogisms, faulty logic (logical fallacies) Lesson, videos, & handouts	RJE 10: WAW Ch 6 & Downs, “Rhetoric: Making Sense of Human Interaction and Meaning Making,” pp. 366–392	
<b>Threshold Concept: People Collaborate to Get Things Done with Writing</b>				
<b>Week 13</b>	T: 4/1	Fallacy Project activities		LN Dental draft packet & self-eval (upload draft to Canvas) Bring laptop to class
	Th: 4/3	SC Fallacy Project presentations Video: Hughes/Coates “Reparations”		SC Fallacy Project (upload to Canvas)
<b>Week 14</b>	T: 4/8	SC RAP downdraft & activities		
	Th: 4/10	<ul style="list-style-type: none"> <li>Complete portfolio project: write cover letter, upload any remaining files, test link</li> <li>Final self-evaluations: analytic writing projects, academic conversation, reading journals</li> </ul>		<b>DUE:</b> Dental Draft Rhetorical Analysis Paper <ul style="list-style-type: none"> <li>Bring laptop to class</li> <li>Final revisions due</li> <li><b>Signup for final conference</b></li> </ul>
<b>Week 15</b>	<b>T: 4/15 NO CLASS– ONLY INDIVIDUAL FINAL CONFERENCE</b>	<b>FINAL COURSE LEARNING OUTCOME INDIVIDUAL CONFERENCE</b>	Bring Completed Reading Journal with self-evaluation to final conference	<b>DUE:</b> Reading Journal  <b>DUE:</b> Portfolio Final Conference