WRTG 1010
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OVERVIEW
This course will prepare you for the kinds of reading and writing that you will do as a member of an academic community. I begin with the assumption that joining an academic community means learning and adopting new literacy practices. In other words, even though you have been reading and writing for most of your life, the kinds of reading and writing required in a university setting are different. This course will provide you with a set of foundational practices that will allow you to join this new academic conversation, practices that can be adjusted to suit the purposes of your field/major as you continue your studies at the U.

Every piece of academic writing joins a conversation—a set of ongoing textual discussions about any topic. The conversation that this course will help you join has to do with MONSTERS. We will think about mythological monsters, monstrous acts committed by humans, and the potential for the monster within all of us. We will read fiction, academic articles, and watch movies and music videos, all in the service of learning how an academic conversation is formed, and how a newcomer to the conversation can join in.

OUTCOMES:
The emphasis of this class will be on joining a conversation, combining your ideas with those of the people already engaged in the community that you are joining. The assignments are structured to teach you to:
1. identify the literacy practices of a community,
2. summarize the points of view in a community,
3. synthesize (combine) those different views/ideas, and
4. contribute ideas and viewpoints to the conversation.

Along the way, we will work on:
- sentence structure, paragraph structure, and argument organization
- critical reading skills
- invention techniques (the process of coming up with an idea to write about)
- drafting tactics
- revision strategies
- vocabulary for evaluating writing (yours and others)

TEXTS:
They Say/I Say: The Moves that Matter in Academic Writing, second edition, by Gerald Graff and Cathy Birkenstein; available in book store

All other readings for the course are available on Canvas.

ASSIGNMENT OVERVIEW:
Literacy Narrative: You will be asked to write a narrative, or story, that describes your relationship with written text, reading and writing. In this short essay, you will 1) describes events from your life associated with literacy and 2) connects those events to your current attitudes toward reading and writing. These events should help the reader understand:

- how you use written language,
- how you feel about written language,
- what value written language has in your life (for work, for school, for pleasure, for accomplishing everyday tasks, etc.)
- how you came to hold your views about reading and writing.

Genre Analysis: This assignment will allow you to use the theory of genre you encountered in the articles by Dirk and Devitt. Like traditional theories of genre, Dirk and Devitt are concerned with form, but they ask us to think about form in the context of social action. Dirk and Devitt say that genres are responses to social situations. So when we think about genre, we are thinking both about recurring forms of writing (and their associated conventions) and about the recurring contexts, recurring purposes, recurring participants, and recurring themes that prompt those written responses. Because the situations recur, the responses, too, recur and they become recognizable to us as genres. In this theory, genre is not just about the conventions or features of a piece of writing. It is also about the situation or action that motivated the writing and the social work that the text accomplishes. Devitt makes this clear by pointing out that a business letter is a different genre than a letter from a friend even though the form looks the same.

Summary: For this assignment you will be summarizing one of the academic articles we will read in class. You will do more than just reiterate, in order, each and every idea of the essay. You need to summarize the argument. As you are writing your summary, ask yourself what is important about the essay you are summarizing.

- What is the primary claim (thesis) of this essay?
- What are the supporting claims and how do they work with the thesis?
- What evidence does the author use to support his claims?
- What does the author add to the conversation about monsters that you haven't seen before?
- What new concepts does he introduce?
- How are those concepts helpful in understanding the idea of monsters?
- Why do the arguments in this essay matter? To whom do they matter? What is there to be learned and gained by understanding this article well?

Rhetorical Analysis: This assignment will ask you to put on some slightly different lenses as you read material in the course about monsters. Genre, you learned, has to do with the way a written text's or film's or video's form corresponds to its function--the actions that its creator wants it to have in the world. Rhetoric is related: in fact, genre is, itself, a rhetorical consideration. But there are also a lot of other ways rhetoric works that you'll read about in course texts and that you'll need to be aware of for this assignment and, more important, for many, many other situations in and out of the university.

As Janet Boyd, the author of one of your course readings, defines it, rhetoric is "what allows you to write (and speak) appropriately for a given situation, one that is determined by the expectations of your audience, implied or acknowledged, whether you are texting, writing a love letter, or bleeding a term paper" (100). That definition implies that the specifics of what makes up "rhetoric" (more on that below) can be found across genres.

Final Report: By now, you've spent most of the semester reading and viewing and listening to material about monsters (real or imagined). You've summarized and analyzed what other people have said and written about monsters and monstrosity. For this final assignment, you'll extend the work you've done so far by choosing a monster--any monster--and then tracing the development of that monster over a period of time and into the future in a roughly 8-page report. As you know, you may also think even more creatively in choosing your monster, since the concept of "monster" doesn't just include scaly or furry beings. Are there ideas that you've encountered that are, themselves, monstrous? Are there humans who have acquired reputations for monstrosity? Have they changed? Have attitudes about them changed? Once you choose a monster, you should collect high-quality materials on your own--from Marriott Library, primarily--that will help you answer your questions about how your monster has developed. You should read, view, and/or listen to those sources and take notes about them.

University of Utah Land Acknowledgement: We acknowledge that this land, which is named for the Ute Tribe, is the traditional and ancestral homeland of the Shoshone, Paiute, Goshute, and Ute Tribes. The University of Utah recognizes and respects the enduring relationship that exists between many Indigenous peoples and their traditional homelands. We respect the sovereign relationship between tribes, states, and the federal government, and we affirm the University of Utah's commitment to a partnership with Native Nations and Urban Indian communities through research, education, and community outreach activities.

Department of Writing & Rhetoric Studies Diversity Statement, 2020

Diversity in the classroom is key to providing and fostering critical, civil, and inclusive education. It is essential that we speak respectfully and listen attentively to one another in order to cultivate and sustain an open and equitable classroom environment. Respectful behavior will be extended to everyone (that is, both students and instructors), including respecting, for example, people of all ages, gender identities and expressions, sexual orientations, physical abilities, neurological and sensory processing, races, ethnicities, tribal affiliations and citizenships, nationalities, countries of origin, documentation status, language backgrounds, religious affiliations, political viewpoints, socioeconomic backgrounds, and educational pathways. We will not all think alike or share similar values, but we must learn to respect those differences and see them as our strengths to embrace rather than as our weaknesses to eschew. Writing and Rhetoric faculty will not tolerate classroom or online discriminatory behavior or rhetoric. We must learn from one another as we strive to build empathy and reciprocity around our different locations and positions. Questions, discussions, and respectful debate and civil disagreement are encouraged and indeed expected.

WEEKLY ASSIGNMENTS

Week 1: Introductions and Literacy Narratives

Objectives

- Recognize generic conventions of a literacy narrative
- Plan a literacy narrative
- Readings

Readings

"How to Tame a Wild Tongue" by Anzaldua
"Writing a Literacy Narrative" by Bullock, Goggin & Weinberg
Lectures

Assignments

Write/Post Discussion 1
Plan Literacy Narrative (due in 3 weeks)

Week 2: Academic Reading

Objectives

- Develop strategies for reading long, complicated texts
- Apply academic reading strategies to a text

Readings

- "Critical Thinking in College Writing" by DasBender
- "Reading Games" by Rosenberg
- "Why We Invented Monsters" by Trout
- "Introduction: Extraordinary Beings" from On Monsters by Asma
- "Thriller" (Links to an external site.) by Michael Jackson

Lectures

Literacy Narrative Pointers

Assignments

Continue Literacy Narrative
Write/Post Discussion 2

Week 3: Genre

Objectives

- Define genre and explain its role in written communication
- Compare features of different genres

Readings

- "Carmilla Chapters 1-8" (Links to an external site.) by LeFanu

- "Carmilla Chapters 9-16" (Links to an external site.) by LeFanu
- Purdue Owl (Links to an external site.)

Lectures
- Citation and Quotation

Assignments
- Literacy Narrative Due
- Begin Genre Analysis (Due in 3 Weeks)
- Write/Post Discussion 3
- Group Discussion One

Week 4: Genre and Rhetoric

Objectives
- Describe the writing situation of academic tests
- Explain the relationship between genre and the rhetorical situation
- Analyze texts you have read in terms of generic and rhetorical principles

Readings
- "Introduction to Monstrous Imagination" by Huet
- "Navigating Genres" by Dirk
- "What Is Academic Writing?" by Irvin
- "Generalizing About Genre" by Devitt, read pp. 573-580

Lectures
- Dirk Lecture
- Devitt Lecture

Assignments
- Genre Analysis Peer Review
- Continue Genre Analysis
- Write/Post Discussion 4

Week 5: Terrifying Rhetoric

Objectives
- Analyze rhetorical strategies used in various texts
- Compare how monsters have been discursively created and rhetorically used in arguments

Readings
- "Monstrous Beginnings" from Monsters in America by Poole
- "Terror, Philosophy, and the Sublime: Some Philosophical Reflections on 11 September" by Kearney, read pp. 23-33

- "Murder: Rhetorically Speaking" by Boyd
- Purdue Owl: MLA (Links to an external site.)

Lectures
- Kearney Lecture
- Genre Analysis Pointers

Assignments
- Genre Analysis Due
- Write/Post Discussion 5

Week 6: Introduction to Summary

Objectives
- Describe academic writing in terms of a conversation
- Adapt academic templates to your own writing

Readings
- Introduction: "Entering the Conversation," pp. 1-15 in They Say/I Say
- Chapter 1: "They Say", pp. 19-29 in They Say/I Say
- Chapter 2: "Her Point Is," pp. 30-41 in They Say/I Say
- Purdue Owl (Links to an external site.)

Lectures
- Using Quotes and Citing Sources
- "Using Sources and Paraphrase"

Assignments
- Plan Summary Assignment (Due in 2 weeks)
- Write/Post Discussion 6

Week 7: Drafting and Using Sources

Objectives
- Evaluate your own writing for clarity, concision, and effective sentences structures
- Recognize ineffective ways of using sources
- Effectively incorporate source material into your own writing

Readings
- Chapter 3: "As He Himself Puts It," pp. 42-51 in They Say/I Say
- Read all of the links on this page: "Writing Clear, Concise, and Direct Sentences" (Links to an external site.)
- "Annoying Ways People Use Sources" by Stedman

Lectures

- "Summarize, Paraphrase, Quote" by William Vickery

Assignments
- Summary Peer Review
- Summary Assignment Due
- Group Discussion Two

Week 8: Break

Week 9: Rhetorical Analysis
Objectives
- Discuss rhetorical appeals
- Analyze the rhetorical strategies authors use

Readings
- "Backpacks vs. Briefcases" by Carroll
- Excerpts on ethos, pathos, and logos from Rhetorical Analysis by Longaker and Walker

Lectures
- Longaker and Walker Lecture

Assignments
- Plan Rhetorical Analysis Assignment (Due in 4 weeks)
- Write/Post Discussion 9

Week 10: Composing Sentences and Paragraphs
Objectives
- Evaluate the choices writers make (including your own choices!)

Readings
- "How to Read Like a Writer" by Bunn
- "Improve your Papers by Writing Structured Paragraphs" (Links to an external site.)
- "Reverse Outlines: A Writer's Technique for Examining Organization" (Links to an external site.)

Lectures
- Rhetorical Analysis Pointers

Assignments
- Continue Rhetorical Analysis Assignment
- Write/Post Discussion 10

Week 11: Revising

Objectives

- Self-assess and improve your writing
- Collaborate with others in revising written texts

Readings

- "Getting Response and Revising" by Bullock, Goggin, and Weinberg
- "The Maker's Eye: Revising your own Manuscript" by Murray

Lectures

- "Revising and Editing" by Amanda Benson

Assignments

- Peer Review Rhetorical Analysis Assignment
- Plan Final Paper--Your Own Monster, Report (Due in 4 weeks)
- Group Discussion Three

Week 12: Primary Research and Using Sources

Objectives

- Trace the development of a cultural object
- Conduct primary research

Readings

- Watch Godzilla, King of the Monsters
- Part 1 (Links to an external site.)
- Part 2 (Links to an external site.)
- Part 3 (Links to an external site.)
- Part 4 (Links to an external site.)
- "Introduction to Primary Research" by Discoll
- "Reporting Information" by Bullock, Goggin, & Weinberg

Assignments

- Rhetorical Analysis Due
- Continue Final Paper--Your Own Monster, Report
- Write/Post Discussion 12

Week 13: Synthesis

Objectives

- Synthesize your research for your final paper

Readings

- "Synthesis Notes: Working with Sources to Create a First Draft" (Links to an external site.)

- Watch: The World According to Sesame Street (Links to an external site.) (The link allows you to stream the video. A DVD is also available at the reserve desk in the Marriott Library)

Lectures

- Primary Research Pointers

Assignments

- Continue Final Paper--Your Own Monster, Report
- Write/Post Discussion 13

Week 14: Academic Writing

Objectives

- Identify different "voices" that are appropriate in academic writing and evaluate voice as a rhetorical choice
- Determine an effective voice for your final paper

Readings

- "I need to say I" by Maddalena
- Chapter 9 : Ain't So/Is Not," pages 121-128 in They Say/I Say

Lectures

- Final Paper Pointers

Assignments

- Final Paper--Your Own Monster, Report

Week 15: Style and Grammar

Objectives

- Fine-tune your report results
- Assess your own grammar, punctuation and style
- Fix concerns you have with your writing

Readings

- Chapter 7: "So What? Who Cares?" pages 92-101 in They Say/I Say
- Chapter 8: "As a Result," pages 105-120 in They Say/I Say
- "How to Proofread" (Links to an external site.)

Lectures

- "How to Proofread an Essay for Spelling and Grammar" by Chris Curley

Assignments

- Peer Review Final Paper--Your Own Monster, Report

Week 16: Conclusions

Objectives

- Finish final paper

Readings

- "Twelve Common Errors: An Editing Checklist" (Links to an external site.)

Lectures

- "Proofreading" by EdumationFilms

Assignments

- Final Paper--Your Own Monster, Report Due
- Write/Post Discussion 16