

# WRIT 015-020: WRITING & CULTURE

<b>TIME</b>	M-TH, 3:30-5:25 PM
<b>LOCATION</b>	Intercultural Center 105
<b>INSTRUCTOR</b>	Schuler Benson, Ph.D.
<b>EMAIL</b>	jb3097@georgetown.edu
<b>OFFICE HOURS</b>	Virtual by appointment

## WELCOME TO WRITING & CULTURE

Communication creates an invaluable foundation for invention, maintenance, and growth in every academic discipline. Oddly enough, in the American higher education system, written communication is often relegated to being taught mostly in English departments. Writing, however, is far too vital and ubiquitous to be shoehorned into one tiny corner of the humanities. Across a four-year undergraduate degree, students will be required to write competently across a number of disciplines, as well as to conduct quality research that supports what they have to say. This course is designed to foster the learning conditions required to prepare for those eventualities. Throughout the semester, students will think critically about a topic of their choosing as they research effectively and write persuasively for academic audiences and beyond.

## CORE PRINCIPLES

Writing is an iterative process of planning, drafting, and revising.
Writing is a social practice of responding, engaging, and persuading.
Writing is a rhetorical strategy for analyzing, designing, and communicating.
Writing is a reflective method for exploring, inquiring, and learning.

## REQUIRED MATERIALS

- Canvas access (Students will not purchase any materials; all material will be disseminated via Canvas and Google Drive)
- Laptop computer (bring to every class)
- Georgetown University email address (check every day)

## GRADE BREAKDOWN

<b>ASSIGNMENT</b>	<b>POINTS OUT OF 100</b>
Topic Exploration Essay (TEE)	10

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Annotated Bibliography and Proposal (ABP) <ul style="list-style-type: none"><li>• Annotated Bib - 10</li><li>• Proposal - 5</li></ul>	15
Researched Argumentative Essay (RAE)	30
Final Portfolio (FP) <ul style="list-style-type: none"><li>• Revision Commentary Essay - 5</li><li>• Course Reflection Essay - 7</li><li>• Working Bibliography - 8</li><li>• RAE Final Draft with revision annotations - replaces original grade</li></ul>	20
Participation	30

## COURSE POLICIES / STUDENT RESPONSIBILITIES

*Caveat* - Should events prove them lacking, I reserve the right to change any of the following policies and/or responsibilities.

**Attendance vs. Participation** - Attendance in this class is mandatory. Almost every meeting will contain in-class writing prompts and activities that cannot be made up. If you don't attend, you can't participate. If you can't participate, you can't pass the class.

**Attendance** - It is essential that students attend every class meeting.

- Excused absences must be accompanied by appropriate documentation submitted in a timely manner. For more about excused absences, consult the University's [Academic Regulations](#).
- Excused absences do not excuse in-class work missed due to absence.

**Punctuality** - Attendance will be taken at the beginning of each class. Students who aren't present when attendance is taken will be marked absent. Students who show up late are responsible for reminding me after class to change their mark from absent to late; this contact with me is required on the day of the late arrival. In the event a student fails to notify me of a late entry on the day, the absent marking will stand. Students who arrive ten or more minutes late will be counted absent.

**Late work** - Late work is only accepted when arrangements have been made beforehand, and not all assignments can be made up. Late work submitted without a prior arrangement will not be accepted. Late work that is accepted will not receive the detailed feedback provided for assignments that are submitted on time. Deadlines scheduled throughout the semester have been selected for good reasons; grading late work forces this schedule off track.

**Courtesy** - This is a discussion-based course, so we'll be interacting with each other quite a bit. Conversation can go in a number of different directions, not all of which are low-stakes or totally comfortable for everyone in the room. Please extend human empathy and scholarly courtesy to fellow students and to me. Disrespect or hostility toward other students will be met with consequences.

**Canvas** - Aside from the required texts, everything students receive and submit in this class will take place on Canvas. Students should become familiar with Canvas before the semester begins. **Students are required to check Canvas every single day.** I will communicate with the class via messages in Canvas, and these messages do not necessarily get forwarded via email. If you don't check Canvas daily, you may miss important messages and updates.

**Google Drive** - Students must use a Google account to access course materials on Drive. Many Canvas assignments and documents link directly to Google Drive. **Under no circumstance should students alter**

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*any documents accessible on Google Drive unless expressly instructed to do so. Altering or deleting material created by me or other students will result in consequences.*

**Email** - Email any time, and I'll usually respond within one business day. Please include in each email a subject line that contains your last name and your class's section number FIRST, followed by a colon and a brief description of the email's subject. This is how I keep track of student correspondence, which is necessary for proper record keeping. Students who don't observe this protocol will get one warning, and after that their improperly-formatted messages will not be read. *My email is [jb3097@georgetown.edu](mailto:jb3097@georgetown.edu).*

**Plagiarism** - Please read the Honor Council's "[What Is Plagiarism?](#)" closely, and be sure to ask me if you have any questions. Violations of these policies are taken seriously and will be met accordingly.

**Accommodations** - I am happy to work with any student who requires accommodations in order to get the most productive possible experience out of this course. Students requiring accommodations should notify me with a letter from the Academic Resource Center. Timely notification (as in the first week, if possible) is required.

- To register with a disability or for questions about disability accommodations, contact the Academic Resource Center at (202) 687-8354 or [arc@georgetown.edu](mailto:arc@georgetown.edu). For more information, visit [Disability Support Services](#).

**Sexual Misconduct** - Georgetown University and its faculty and staff are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor or staff member in or outside of the classroom (with the exception of disclosures in papers), that faculty or staff member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. Please note that the student is not required to meet with the Title IX coordinator and no action will be taken without the student's awareness. More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services: Sexual Assault Response and Prevention: [sarp@georgetown.edu](mailto:sarp@georgetown.edu)
- Counseling and Psychiatric Services (CAPS): 202.687.6985

Additional resources are included below:

- Georgetown Self-Care Resource Guide: <https://studenthealth.georgetown.edu/health-promotion/self-care/>
- Georgetown Wellness Wheel: <https://studenthealth.georgetown.edu/hoya-wellness-wheel/>
- Georgetown Guide to Recognizing Students in Distress: <https://studentaffairs.georgetown.edu/studentoutreach/facultystaffresources/>

**Pregnancy Modifications and Adjustments** - Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

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To request pregnancy modifications, please complete the SCS Pregnancy Modification Request Form:  
<https://forms.gle/ZBfASxui7u13A8TU6>

More information about pregnancy modifications can be found on the Title IX Georgetown University Website: <https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>

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## SUMMER II 2023 SCHEDULE

This calendar includes daily reading assignments, class discussion topics, and due dates for submitted work. Additional assignments will be announced in class, *and this schedule is subject to change at any time*. In the event changes are made, students will be given notice.

All readings are mandatory. All readings not located in *Rewriting* will either be located in the text's corresponding module folder on Canvas or provided via URL in the schedule below. If texts don't have page numbers written next to them in the schedule below, plan on reading the entire document.

Key: *EW* = *EasyWriter*  
*CA* = *Canvas*  
*SOC* = *Start of class*  
*EOD* = *End of day (11:59PM EST)*  
*SA* = *Short assignment*  
*SL* = *Summary log*

WEEK	DATE	TO COMPLETE BEFORE CLASS	WHAT WE'RE DOING IN CLASS	ATTENTION
1	7/8 — Begin Unit 1	Read the syllabus in its entirety.	<b>Discuss:</b> Introductions, preferences, syllabus overview, 3-2-1, Google Drive connection; <i>EW</i> ; Semester Project Rationale	
	7/9		<b>Discuss:</b> <i>EW</i> : "A Writer's Choices" (7-10), "Reading and Listening Analytically, Critically, and Respectfully" (42-49), Rhetorical situation  <b>Activity:</b> Rhetorical analysis  <b>Assign:</b> TEE	
	7/10	<i>Rewriting</i> , Introduction (1-13)  <i>EW</i> : "Research" (84-116)	<b>Discuss:</b> <i>Rewriting</i>  <b>Practice:</b> Research 101	
	7/11	<i>Rewriting</i> , Ch. 1 "Coming To Terms" (14-33)  <i>EW</i> : "Developing Paragraphs" (14-16),	<b>Discuss:</b> <i>Rewriting</i> , <i>EW</i>  <b>Activity:</b> Paragraphing/MEAL, MLA Style	<b>Due:</b> Paragraphing by EOD Friday, July 14th
2	7/15 — Begin	<i>EW</i> : "Reading Vertically and Laterally" (93-96), "Creating an Annotated Bibliography"	<b>Discuss:</b> <i>EW</i>  <b>Activity:</b> Research	<b>Due:</b> TEE by SOC

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	Unit 2	(107-109)	<b>Assign:</b> ABP	
	7/16	<i>Rewriting:</i> “Forwarding” (35-54)	<b>Discuss:</b> <i>Rewriting</i> <b>Practice:</b> Annotations, Pitches and Proposals	
	7/17	<i>Rewriting:</i> “Countering” (55-73)	<b>Discuss:</b> <i>Rewriting</i> <b>Practice:</b> Forwarding and Countering	
	7/18	<i>EW:</i> “Working with Quotations, Paraphrases, and Summaries” (103-106)	<b>Discuss:</b> <i>EW</i> <b>Activity:</b> Quoting, paraphrasing, summarizing	
3	7/22	<i>Rewriting:</i> “Taking an Approach” (74-98)	<b>Discuss:</b> <i>Rewriting</i> <b>Activity:</b> Taking an Approach <b>Assign:</b> RAE	<b>Due:</b> ABP by EOD
	7/23		<b>Redirect:</b> RAE and Harris analysis work day	
	7/24	<i>Rewriting:</i> “Revising” (99-124)	<b>Discuss:</b> <i>Rewriting</i> , Rhetorical terms and concepts (Redux) <b>Practice:</b> Revising vs Editing	
	7/25		<b>Assign:</b> Peer review protocol <b>Read/Discuss:</b> Lamott, “Shitty First Drafts,” <i>EW</i> , “Planning and Drafting” <b>Practice:</b> Informal outline	
4	7/29		Remote work session	
	7/30		<b>Practice:</b> RAE draft workshop	
	7/31		<b>Practice:</b> Revision implementation <b>Discuss:</b> Individual conferences	<b>Due:</b> RAE by EOD
	8/1	<i>Rewriting,</i> “Remixing” (125-143)	<b>Discuss:</b> “Remixing,” digital literacy	

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			<b>Assign:</b> Re-mediation	
5	8/5		<b>Discuss:</b> Re-mediation Review	<b>Due:</b> Re-mediation by SOC
	8/6		<b>Discuss:</b> Revision planning, Multimodal argumentation, Visual rhetoric, Visual literacy, “Multimodal argumentation,” “CRAP,” “The Big Four”	
	8/7	CA, “The Big 4”	<b>Discuss:</b> “The Big 4” <b>Activity:</b> Reverse-Engineering a Campus Flier	
	8/9		<b>Discuss:</b> Transfer - Where Are You Headed? <b>Activity:</b> Course evaluations <b>Practice:</b> Final Portfolio Emergency Clinic	<b>Due:</b> Final drafts by EOD