

**Interdisciplinary Studies (IDS) 1113-01: Writing I**  
**Summer 2020 | The University of Science and Arts of Oklahoma**  
**Five-Week Asynchronous Online Section: June 1 – July 8**

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**Digital Office Hours:** MTWR 10:00-11:00 AM; by appt.

Imagine that you enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. In fact, the discussion had already begun long before any of them got there, so that no one present is qualified to retrace for you all the steps that had gone before. You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer him; another comes to your defense; another aligns himself against you, to either the embarrassment or gratification of your opponent, depending upon the quality of your ally's assistance. However, the discussion is interminable. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress.

– Kenneth Burke, *The Philosophy of Literary Form*

### Course Description and Outcomes

This class emphasizes argumentative and analytic writing, drawing from personal experience, textual analysis, and research. The arc of the term will lead us through three major units, each of which will conclude with the composition of a major paper. All major assignments allow you to write about topics and texts you find relevant and interesting.

As a **five-week, online section** of Writing I, this class offers a rigorous, accelerated learning experience mediated by our Canvas website. Though this class does not meet in person, it will require daily online participation (five days a week – no work will be due on weekends), during which students will frequently interact with each other through writing.

This course works toward the following outcomes. Students will:

- Demonstrate the intellectual agility to write thesis-driven arguments for different audiences and in different genres.
- Develop and use the vocabulary needed to analyze and critique rhetorical texts.

- Demonstrate college-level research skills and the understanding of how to enter into larger intellectual conversations.
- Demonstrate revision and editing skills.
- Develop a foundation in writing and rhetoric in preparation for the future at college, at home, and in the workplace.

### Required Texts and Materials

- John Mauk, Jayme Stayer, and Karen Mauk, *Think About It: Critical Skills for Academic Writing* (Wadsworth; ISBN: 1285169867). (You will need to purchase a **print copy** of this book.)
- William M. Keith and Christian O. Lundberg, *The Essential Guide to Rhetoric* (Bedford; ISBN: 0312472390). (You will need to purchase a **print copy** of this book.)
- A computer and internet connection, which you will need to access readings, discussion boards, review software, and other digital materials on Canvas.

## Overview of Required Work

Work in this class will include three major papers; numerous small writing assignments mediated by Canvas discussion boards; readings; and peer review. The major papers receive the most weight in the grading scale, but all required work is necessary and important. Smaller assignments and contributions sum to 25 percent of the final grade.

This class treats the major papers as works in progress, not just finished projects. All students will receive commentary on their papers—from their peers and me. The general arc of the class will focus initially on writing about personal experience and then move toward rhetoric, argumentation, and research. The three major units are:

1. **Personal Narrative:** Reflecting on personal experiences and using personal testimony as evidence.
2. **Rhetorical Analysis:** Critically analyzing arguments; deploying the conceptual vocabulary of rhetorical criticism.
3. **Research and Argument:** Putting one’s own arguments into meaningful conversation with other sources.

## Papers

Major papers will be due through digital file upload on Canvas and formatted in MLA style: double-spaced 12-point Times New Roman or Calibri font, with your name, the class number, your instructor’s name, and the date listed in the upper left corner. Essay length parameters will be determined by word count.

Late papers will be docked **one full letter grade** per weekday past the due date, so please turn them in on time. Extensions are negotiable on a case-by-case basis.

We will hold a peer review workshop the weekday before class periods before each major paper is due. Turning in drafts and commenting on others’ drafts is mandatory and makes up a significant part of the participation grade. Drafts may be spotty, but make them as “complete” as possible.

## Discussion Board Posts

We will discuss assigned readings and other relevant topics through a series of discussion board posts throughout the term. You will create your own posts and often reply to classmates’ ideas in order to generate meaningful discussion. (That is, you’ll need to say more than just “Great job!” or “I agree!”)

## Canvas (Course Management Software)

Day-to-day use of Canvas, the course management software used by USAO, is vital to this course. Accordingly, you need to familiarize yourself with this software prior to the beginning of class. Learn more about using Canvas here:

<https://community.canvaslms.com/community/answers/guides/>

## Attendance

This class meets asynchronously online, so I won’t measure attendance in any traditional sense. However, day-to-day participation is vital both to your grade and to maintaining an active, effective digital classroom experience, so please keep on top of daily participation.

## Grading Distribution

(Unit 1) Personal Narrative Paper	25%
(Unit 2) Rhetorical Analysis Paper	25%
(Unit 3) Research-Argument Paper	25%
Participation	25%

A	90 – 100%	D	60 – 69%
B	80 – 90%	F	> 60%
C	70 – 79%		

The heavily weighted participation grade comprises discussion board posts, submitting drafts, and providing feedback to peers’ drafts.

## Digital Office Hours

I will hold digital office hours from Monday through Thursday every week during class. During this time, I will be available in real time to communicate with you over Canvas chat, via email, and through Zoom videoconferencing. To talk with me on Zoom, email me requesting a meeting; I’ll reply with a link to the

meeting, which should work on any modern smartphone or laptop with a microphone and camera.

I will also respond to email periodically every day outside office hours. To set up a Zoom meeting outside office hours, email me in advance, and we'll work something out.

### **The Drover Review**

Several of our required readings come from *The Drover Review*, an online journal of academic and essayistic writing by USAO students, which showcases excellent student work and provides a forum for the circulation of ideas within the USAO community. All current students are eligible and encouraged to submit their writing from USAO courses to the journal. Learn more:

<https://droverreview.org/>

### **Academic Honesty**

Plagiarism occurs when writers attempt to pass off others' words or ideas as their own. I don't expect it to be an issue in this class, but deliberate and malicious plagiarism will lead to an automatic zero on the offending assignment and possibly bring further repercussions to your academic record – so just don't do it. That said, don't overstress about *accidentally* plagiarizing. Be careful, and it won't happen. And as always, contact me if you have questions.

### **Fair Use**

As an academic writer, you are entitled to the *fair use* of copyrighted material, provided you use only *limited* amounts (typically up to 10 percent of the whole work) of others' words, images, and sounds in your own compositions, and that you cite your sources. Learn more about fair use here:

<http://www.mbbp.com/news/writers-guide-to-fair-use>

### **Disabilities Resources**

Any students with a disability or condition that may affect performance in class should meet with me to

identify and discuss feasible modifications and/or accommodations. I am more than happy to work with you.

Also, note that disability services are available at the Student Center Room 305, or online:

<https://usao.edu/current-students/services/disability-services>

### **Library and Student Success Center**

The Nash Library and the USAO Writing Center (Nash 306) are valuable resources to this course. Information about each is available online:

<https://library.usao.edu>  
<https://usao.edu/student-success-center>

### **Important Note**

Things change. I reserve the right to alter the content of this syllabus as the term progresses. You reserve the right to contact me with questions or concerns about the syllabus. I will take such queries seriously.

**Writing I Term Schedule**  
**IDS 1113-01 | Summer 2020 (5-week)**

Dr. Ben Wetherbee | [bwetherbee@usao.edu](mailto:bwetherbee@usao.edu)

-  Reading due this day
-  View video this day
-  Writing assignment due this day
- TIA* *Think About It*
- EGR* *The Essential Guide to Rhetoric*

**Note about due dates/times:**

Some Canvas discussion board assignments stipulate multiple times when work is due. These varying times reflect multiple components of the assignment; “due by 6 PM / 8 PM,” for example, means the primary posting is due by 6 PM, and comments on other students’ work are due by 8 PM.

<b>JUNE</b>		
<b>Week 1</b>		
M	1	First Day: Introductions  Video lecture: Introduction to Course  Syllabus & Schedule (Canvas)  Introduce Yourself (Canvas forum) – due by 6 PM / 8 PM
T	2	<b>UNIT 1: PERSONAL NARRATIVE</b>  Orwell, “Shooting an Elephant” (Canvas)  “Think” ( <i>TIA</i> 3-9)  Response to Orwell (Canvas forum) – due by 6 PM / 8 PM
W	3	 Wright, “Swan Lake’s Got Nothing on this Suicide” (Canvas)  Unit 1 Final Assignment Prompt (Canvas)  Video lecture: Unit 1 Essay / Personal Narrative as Argument  Your Own Expertise (Canvas forum) – due by 6 PM / 8 PM
R	4	 <i>TIA</i> chs. 1 & 2 (13-47)  Video lecture: Complexity and College-Level Writing  Unpacking a Broad Term (Canvas forum) – due by 8 PM
F	5	 Krause, “Kissing Technology on the Mouth” ( <i>TIA</i> 193-98)  Video lecture: Narrowing Your Thesis  Narrowing Thesis Statements (Canvas forum) – due by 8 PM
<b>Week 2</b>		
M	8	 Lanham, “Who’s Kicking Who?” (Canvas)  Video lecture: Wordcutting and Sentence Variety  Revise “Avoid the Rush Hour” – due by 6 PM
T	9	 Video lecture: Wordcutting and Sentence Variety Revisited  Common style and grammar issues (Canvas)  <b>Unit 1 Preliminary Draft – due before midnight</b>
W	10	 <b>Feedback on Peers’ Drafts – due by 8 PM</b>
R	11	 <b>Unit 1 Final Draft – due before midnight</b>

F	12	<b>UNIT 2: RHETORICAL ANALYSIS</b> Video lecture: Rhetoric and Rhetorical Analysis Key Rhetorical Terms (Canvas) <i>EGR</i> ch. 1 (3-10) <i>TAI</i> ch. 5 (86-109)
<b>Week 3</b>		
M	15	Bush, 9/11 Address Bush, 9/11 Address transcript (refer to if needed; Canvas) Video Lecture: Unit 2 Essay Unit 2 Final Assignment Prompt (Canvas) Quick Analysis of 9/11 Address (Canvas forum) – due by 6 PM / 8 PM
T	16	<i>EGR</i> chs. 2 & 4 (11-23, 35-54) Hixson, “Victory at Richmond” (Canvas) Sample Rhetorical Analysis Paragraph Video lecture: Writing Analytic Prose What Text Are You Going to Write About? (Canvas forum) – due by 6 PM / 8 PM
W	17	<i>EGR</i> ch. 6 (62-70) King, “Letter from Birmingham Jail” (Canvas) King’s Use of Figures and Tropes (Canvas forum) – due by 8 PM
R	18	<b>Unit 2 Preliminary Draft – due before midnight</b>
F	19	<b>Feedback on Peers’ Drafts – due by 8 PM</b>
<b>Week 4</b>		
M	22	<b>Unit 2 Final Draft – due before midnight</b>
T	23	<b>UNIT 3: RESEARCH AND ARGUMENT</b> Video lecture: Unit 3 Paper / Support, Counterargument, and Concession Unit 3 Final Assignment Prompt (Canvas) Jones, “Violent Media is Good for Kids” (link on Canvas) Response to Jones (Canvas forum) – due by 6 PM / 8 PM
W	24	<i>TAI</i> ch. 3 (49-69) Li and Bernhoff, “Why You Should Care About the Groundswell” ( <i>TAI</i> 201-14) James, “Evidence of the ‘Mad Artist’” (Canvas) <b>(Optional)</b> Wetherbee, “Good Taste and Bad Lawns” (Canvas) Video lecture: Applying Sources / Integrating Quotes James’s Use of Sources (Canvas forum) – due by 8 PM
R	25	Video lecture: Assessing and Reading Scholarly Sources Video lecture: Finding Scholarly Sources through the Library Pickard and Logan, “The Research Process and the Library” (Canvas)
F	26	Video lecture: MLA-style Citation and Documentation MLA-Style Works Cited Pages (Canvas) MLA exercise (Canvas forum) – due by 8 PM

<b>Week 5</b>		
M	29	 Assess One of Your Sources (Canvas forum) – due by 8 PM
T	30	 <b>Unit 3 Preliminary Draft/Outline – due before midnight</b>
<b>JULY</b>		
W	1	<b>Independence Day Holiday</b> – work on your Unit 3 final drafts! I'm still available in digital office hours.
R	2	
F	3	
<b>Last day!</b>		
M	8	 <b>Unit 3 Final Draft – due before midnight</b>