

# Interdisciplinary Studies (IDS) 1113-04: Writing I

Fall 2019 | The University of Science and Arts of Oklahoma  
MWF 10:10-11:10 AM | Davis Hall 205

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**Office Hours:** MWF 9:05-10:05 AM, 1:25-2:25 PM  
TR 12:30-1:30 PM  
by appointment

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. Classwork will include many short writing assignments, readings, discussions, and review sessions. The arc of the semester will lead us through four major units, each of which will conclude with the composition of a major paper. All major assignments are designed to allow you to write about topics and texts you find relevant and interesting.

My teaching assumes that we all stand to learn from each other as writers, readers, and thinkers. Accordingly, day-to-day participation in class is not only mandatory but essential.

This course works toward the following outcomes. Students will:

- write thesis-driven arguments employing multiple types of support.
- adapt their ideas to different written genres and to different audiences.
- analyze and critique rhetorical texts using pertinent critical vocabulary.

- apply revision and editing and strategies.
- practice college-level research and documentation, purposefully situating their own ideas within larger intellectual conversations.

## Required Texts and Materials

- John Mauk, Jayme Stayer, and Karen Mauk, *Think About It: Critical Skills for Academic Writing* (Wadsworth; ISBN: 1285169867).
- Sylvan Barnet and Hugo Bedau, eds., *Contemporary & Classic Arguments: A Portable Anthology* (2<sup>nd</sup> ed.; Bedford; ISBN: 1457665328).
- William M. Keith and Christian O. Lundberg, *The Essential Guide to Rhetoric* (Bedford; ISBN: 0312472390).
- Diana Hacker and Nancy Sommers, *The Bedford Handbook* (9<sup>th</sup> ed.; Bedford; ISBN: 1457608022).
- Readings and resources accessible on Canvas. Always bring paper or electronic copies (on your laptop, tablet, etc.) of assigned online readings to class.
- A writing utensil and paper, which should be brought to every class.

## Overview of Required Work

Work in this class will include four major papers, numerous small in-class and out-of-class writing assignments, readings, peer review, and contribution to class discussions. 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 a large chunk of the final grade.

There are **no formal exams** in this class.

This class treats major papers as works-in-progress, not just finished projects. All students will receive commentary on their papers—from their peers, from me, or both. The general arc of the class will focus initially on writing about personal experience, then move toward rhetoric, argumentation, and research. The four 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. **Argument and Audience:** Inventing arguments and tailoring arguments to a specific audience.
4. **Research and Argument:** Putting one's own arguments into meaningful conversation with other sources.

## Papers

Assignment prompts available on Canvas will detail requirements for each major paper. Unless otherwise specified, major papers will be due at the beginning of class, printed in MLA format: double-spaced 12-point Times New Roman font, with your name, the class number, my (the instructor's) name, and the date listed in the upper left corner. Essay length parameters will be determined by word count.

If you must miss class on a due date, I will accept early submissions of papers. Provided extenuating circumstances, extensions are negotiable on a case-by-case basis.

Late papers will be docked **one full letter grade** per weekday past the due date, so please turn them in on time. Papers turned in after class on the due date will be docked half a letter grade.

We will typically hold a peer review workshop one or two class periods before each graded 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. Also, please feel welcome to bring drafts to my office hours for additional feedback.

You may (but are not required to) **revise two of the first three papers** for an assignment grade of up to an additional ten percentage points. Revisions are due two weeks after I return graded papers. I encourage you to talk with me about revision strategies if you revise.

## Canvas

You will need to access our course website on Canvas using your USAO login credentials. Canvas will house grade information, assignment prompts, links to external resources, and PDF copies of any readings that don't appear in our print course texts.

## Attendance

This is a small class, and the input of each individual member matters a great deal. Steady attendance, therefore, is crucial. That said, I understand the turmoil and unpredictability of college life, so you are allowed **five** unexcused absences. Every unexcused absence thereafter will cost **two percentage points** of your final grade.

## Grading Distribution

(Unit 1) Personal Narrative Paper	20%
(Unit 2) Rhetorical Analysis Paper	20%
(Unit 3) Argument Paper	20%
(Unit 4) Research-Argument Paper	20%
Semester-Long Participation	20%

A: ≥ 90%	C: 70-79%	F: ≤ 59%
B: 80-89%	D: 60-69%	

The heavily weighted participation grade comprises in-class activities, small homework assignments, peer commentary, and contribution to class discussions.

## 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 (that means you!) 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.

### **Disabilities Resources**

Students with disabilities or conditions (physical or mental) that could affect class performance should meet with me to identify and discuss possible modifications. I want to help you succeed.

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 Student Success Center are valuable resources to this course. The SSC employs IDS and writing tutors trained to help with courses like Writing I and II. More information is available online:

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

### **Technology and Social Media Policy**

You may bring laptops, tablets and smartphones to class. I actually encourage their use toward writing and research purposes *pertinent to class* – but only insofar as they contribute to class and avoid distracting from it. Speaking of technology and distraction, I am glad to connect with former students on Facebook, but I have a policy against friending current students – nothing personal!

### **Important Note**

Things change: weather happens, people get sick, and schedules and curricula sometimes evolve. 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.

In the event of significant changes to the syllabus and/or schedule, a revised version will be available on Canvas.

# Writing I (IDS 1113-04) Term Schedule

Fall 2019 | MWF 10:10-11:10 AM | Davis Hall 205

Dr. Ben Wetherbee | bwetherbee@usao.edu



Reading due before class



Major writing assignment due in class

*TAI*

*Think About It*

*CCA*

*Contemporary & Classic Arguments*

*EGR*

*The Essential Guide to Rhetoric*

*DR*

Essay from *The Drover Review*

## AUGUST

F	23	First Day: Introductions
M	26	<b>Unit 1: Personal Narrative</b> Orwell, "Shooting an Elephant" ( <i>CCA</i> 275-81) "Think" ( <i>TAI</i> 3-9)
W	28	Wright, "Swan Lake's Got Nothing on this Suicide" (Canvas / <i>DR</i> ) Brady, "I Want a Wife" ( <i>CCA</i> 310-12)
F	30	Lanham, "Who's Kicking Who" (Canvas) Orwell, "Politics and the English Language" (Canvas)

## SEPTEMBER

M	2	<b>NO CLASS</b> – Labor Day
W	4	<i>TAI</i> ch. 1 (13-31) Krause, "Kissing Technology on the Mouth" ( <i>TAI</i> 193-98)
F	6	<i>TAI</i> ch. 2 (33-47) Postrel, "The Substance of Style" ( <i>TAI</i> 207-10)
M	9	Woolf, "Professions for Women" ( <i>CCA</i> 282-87) Buckley, "Why Don't We Complain?" (Canvas)
W	11	Reading(s) TBD
F	13	Reading(s) TBD
M	16	<b>Peer Review:</b> Bring a copy of your draft to class
W	18	No assigned reading
F	20	<b>Unit 1 Paper Due</b>
M	23	<b>Unit 2: Rhetorical Analysis</b> Dick, "Explorers We" (Canvas) <i>TAI</i> chs. 4 & 5 (71-109) Key Rhetorical Terms (Canvas) <i>EGR</i> chs. 1 & 2 (3-23)
W	25	<i>EGR</i> chs. 3 & 4 (24-54) Hixson, "Victory at Richmond" (Canvas / <i>DR</i> )
F	27	Gordon, "Cult of Misinformation" (Canvas / <i>DR</i> )
M	30	Begin watching <i>Good Night, and Good Luck</i>

## OCTOBER

W	2	Finish <i>Good Night, and Good Luck</i> 📖 Reading(s) TBD
F	4	📖 Reading(s) TBD
M	7	📖 Reading(s) TBD
W	9	Bring in materials for Unit 2 paper
F	11	✍️ <b>Peer Review:</b> Bring a copy of your draft to class
M	14	✍️ <b>Unit 2 Paper Due</b>
<b>Tuesday, Oct. 15:</b> Last day to withdraw with automatic “W”		
W	16	<b>Unit 3: Argument and Audience</b> 📖 <i>EGR</i> chs. 5 & 6 (55-70) 📖 King, “Letter from Birmingham Jail” ( <i>CCA</i> 293-309)
F	18	<b>NO CLASS</b> – Fall Break
M	21	📖 <i>TIA</i> chs. 6-8 (110-71) 📖 Various authors, writings on college education ( <i>CCA</i> 109-25)
W	23	📖 <i>TIA</i> ch. 9 (173-84) 📖 Various authors, writings on Facebook ( <i>CCA</i> 166-76)
F	25	📖 Class chooses readings from <i>CCA</i>
M	28	📖 Class chooses readings from <i>CCA</i>
<b>Tuesday, Oct. 29:</b> Last day to withdraw		
W	30	📖 Class chooses readings from <i>CCA</i>

## NOVEMBER

F	1	📖 Class chooses readings from <i>CCA</i>
M	4	✍️ <b>Peer Review:</b> Bring a copy of your draft to class
W	6	No assigned reading
F	8	✍️ <b>Unit 3 Paper Due</b>
M	11	<b>Unit 4: Research and Argument</b> 📖 <i>TAI</i> ch. 3 (49-69) 📖 Li & Berhhoff, Burks ( <i>TAI</i> 210-19)
W	13	📖 Marion, “To Boldly Go” (Canvas / <i>DR</i> )
F	15	📖 Pickard & Logan, “The Research Process and the Library” (Canvas)
M	18	📖 Reading(s) TBD
W	20	No assigned reading; class meets in Nash Library
F	22	No assigned reading; class meets in Nash Library
M	25	<b>Last regular day of class</b> ✍️ <b>Peer Review:</b> Bring a copy of your draft to class

W	27	<b>NO CLASS</b> – Thanksgiving Break
F	29	

**DECEMBER**

M	2	<b>NO CLASS</b> – Study Day
W	4	<b>Final exam period: Wednesday, Dec. 4, 9:30-11:00 AM</b> No formal exam!  <b>Unit 4 Paper Due</b>  <b>Final Revisions Due</b>