

 **Course Documents** **Course Policy Statement****RHE 310 Intermediate Expository Writing
Fall 2006**

Unique Number: 43565

Place and Time: Monday & Wednesday, 3:30-5; FAC 7

Instructor: John Ruskiewicz

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Office Hours: Tuesday 2-5 and by appointment

Goals: Rhetoric 310 is an intermediate-level workshop in writing and editing designed for students who have started to get serious about improving their prose. The emphasis here is on the nuts and bolts of style and readability. The course teaches you to identify what makes for good (and bad) prose and how to apply that knowledge when editing your own writing and that of others. I am grateful to Professors John Trimble and Sue Rodi who created many of the assignments you will encounter during this term.

Coursework : You will write four major papers for class--two of them personal and two argumentative. Although 310 offers help with the entire writing process, editing is the chief focus of most class meetings. Different students will volunteer to showcase their latest work--that is, they will distribute copies of it (most likely electronically), then read it aloud for immediate feedback, both oral and written, by the class. All the remaining papers, meanwhile, get read and edited online.

We'll spend time in class developing and writing papers. To ensure systematic coverage of mechanics, a portion of some classes will be set aside for tips on how to identify and fix common problems in grammar, mechanics, and usage.

You will get feedback from me on three of your major essays: I will edit these papers with you, one-on-one, in my office.

Grades : To pass the course, you must turn in **on time** proposals and first drafts for each of the four major papers. *Submission of these drafts is a course requirement.* Drafts will not be letter graded, but will be marked *check plus; check; check minus*. If you do not turn in a draft of an essay, you will not receive a grade higher than "C" on the final version.

Your final grade will be calculated according to the average of the major projects with the following values:

Paper 1 / 15%

Paper 2 / 25%

Paper 3 / 25%

Paper 4 / 25%

Minor assignments, online forums, peer-editing, class participation & attendance / 10%

This formula presumes satisfactory attendance and the completion of all

assignments (including reading assignments) on time; participating in group work; editing classmates' materials regularly, and so on.

Final versions of papers will receive a letter grade assigned the following values:

A / 95

B / 85

C / 75

D / 65

F / 1-59

Paper or assignment not turned in: 0.

Your final course grade will be awarded on the following averages:

A / 100-90

B / 89-80

C / 79-70

D / 69-60

F / 59-0

Please note that a 69 is a "D," 79 is a "C," an 89 a "B."

Do not discard any drafts, notes, papers or research materials you produce during the course until after you have received a final grade. You may want to keep course materials in a folder or on Webspaces.

You will need to know how to load files to our course Teacher folder electronically, via Webspaces for instance.

Materials and Textbooks : For this class, you will need to purchase:

- John Trimble, *Writing With Style*, 2nd edition
- A writing handbook of your choice

Attendance/Late Assignments : You are expected to attend class regularly and to participate in all in-class editing, revising, and discussion. Four or more absences will result in a lowering of your course grade; if you miss six classes or more, you will fail automatically. Please take attendance seriously.

Papers, drafts, and other out-of-class assignments are due at the beginning of the class period for which they are assigned. Late drafts or papers will result in a reduction of one letter grade for each class day they are late. Short out-of-class assignments or forum postings are not accepted late. There is no makeup of in-class work and no extra credit.

Scholastic Responsibility/Complaints : Turning in work that is not your own or any other form of scholastic dishonesty will result in a major course penalty (including possible failure in the course). A report of the incident will also be made to the Office of the Dean of Students.

Bring any questions you have about grades or policies to me first. Complaints we cannot resolve can be taken to the Associate Director of the Division of Rhetoric and Composition (Parlin 3).

Accommodation for Students with Disabilities : The University of Texas at Austin provides upon request appropriate academic adjustments for qualified students with disabilities. For more information, contact the Office of the Dean of

Students at 471-6259, 471-4641 TDD.

Web-based Class Sites Since fall 2001, web-based, password-protected class sites have been available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see:
<http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html>

Cell Phones: Turn off your cell phone before class begins. I don't permit students to take calls during class and I don't want phones interrupting our work or discussions. If you can't bear to be without a phone for our class period, sign up for a different section.



Blackboard Content System Pilot

This term our class will be pilot-testing the **Blackboard Content System** as a way of distributing and sharing drafts, final versions of projects, and other course materials.

When you open Blackboard, you will see **Content System (trial)** as one of the tabs at the top of the page. Click on it, and you will be taken to your Content page. For step-by-step advice about loading information to that content page, go to [Blackboard Tutorials](#). If you are familiar with WebSpace, you should have few problems understanding how the Contents page operates.

Basically, then, you will be adding material to your content page and moving selected items to portfolios you can create and **share** with everyone in the course. For example, you might put all you class papers and drafts into one portfolio. You might use a second portfolio to share readings or images. Again the [Blackboard Tutorials](#) page explains all your options.

You will also be able to read portfolios created by your classmates simply by clicking the **Portfolio** icon on the Contents page and then clicking **Received Portfolios**. If you do that right now, you should see a portfolio or two that I have prepared for the class. Clicking on items in the portfolio should open them on your screen or download them to your computer.

One important housekeeping detail: It is essential that everyone in the class use a coherent system to name portfolios. In every case, your portfolio name should begin with your last name followed by a very brief description of the content. Following are some examples of acceptable names.

- Dunagan_drafts
- Sombat_final_vers
- Rattananinad_photos

Since we will all need to find course materials readily, I will ask you to rename any portfolios that do not follow this system.

I am sure questions will arise about the Blackboard Content System, but the people running the pilot program are eager to support us. I will refer to them any questions I cannot answer.

JR

 **Syllabus****Syllabus**Fall, 2006 -- RHE 310 -- Section 45920**Class Schedule**

August	September	October	November	December
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August**August 30**

Course introduction/policies

Introduction to UWC

Reading Assignment: Trimble, *Writing With Style*, Chapters 1, 2, and 6Writing Assignment: *Creating a Place* exercise, due September 6**September****September 6**

Discuss Trimble

Review *Creating a Place* exercisesPaper #1 *Creating a Character* assigned, first draft due September 18Reading Assignment: Trimble, *Writing With Style*, Chapter 3 *Openers*

Writing Assignment: Topic Proposal for Paper #1, due September 11

September 11Continue review of *Creating a Place* exercises

Topic proposals for Paper #1 due

Review of topic proposals

Introduce *Creating a Place* exercise and review topic ideasReading Assignment: Trimble, *Writing With Style*, Chapters 4 & 5 *Middles and Closers***September 13**

Review of topic proposals

September 18

First draft of Paper #1 due

Paper #2 *Lights, Camera, Action* assigned, first draft due October 11

Paper #1 Showcases and Editing Workshop

Reading Assignment: Trimble, *Writing With Style*, Chapters 7-8 *Readability and Superstitions***September 20**

Paper #1 Showcases and Editing Workshop (Sameer, Jocelyn)

September 25

Paper #1 Showcases and Editing Workshop (Cal, Amy, Kiran)

Discussion of topic ideas for Paper #2

Writing Assignment: Topic Proposal for Paper #2, due October 2
Reading Assignment: Trimble, *Writing With Style*, Chapter 10-11 *Revising and Proofreading*

September 27

No class

October**October 2**

Topic proposals for Paper #2 due
Review of topic proposals

October 4

Review of Topic Proposals for Paper #2 (cont.)

October 9

Final version of Paper #1 due
Paper #3: *My Turn* assigned, first draft due November 1
Writing Assignment: Topic Proposal for Paper #3, due October 23

October 11

First draft of Paper #2 due
Paper #2 Showcases and Editing Workshop

October 16

Paper #2 Showcases and Editing Workshop (Ashley)

October 18

Paper #2 Showcases and Editing Workshop (Jocelyn and Andrew)

October 23

Topic Proposal for Paper #3 due
Review of topic proposals

October 25

Paper #2 Showcase and Editing Workshop (Jamie)
Review of topic proposals for Paper #3 (cont.)

October 30

Final version of Paper #2 due.
In-class Writing Workshop for Paper #3 (time permitting)

November**November 1**

First draft of Paper #3 due
Paper #4: *Rhetorical/Critical Analysis* assigned, first draft due November 27
Paper #3 Showcases and Editing Workshop

November 6

Paper #3 Showcases and Editing Workshop

November 8

No class today.

November 13

Paper #3 Showcases and Editing Workshop

Paper #4 Topic proposal workshop

Writing Assignment: Paper #4 topic proposal, due November 15

November 15

Topic proposals for Paper #4 due

Review of topic proposals

November 20

Final version of Paper #3 due

Review of topic proposals for Paper #4 (cont.)

November 22

No class today

November 27

First draft of Paper #4 due

Paper #4 Showcases and Editing Workshop

November 29

Paper #4 Showcases and Editing Workshop

December

December 4

Paper #4 Showcases and Editing Workshop

December 6

Final Version of Paper #4 due

Course evaluation

No final examination

Page last updated August 5, 2006, by John Ruskiewicz.