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Fall 2016 Office Hours:
Monday, 1:00-2:00
Tuesday, 1:30-3:30
Wednesday, 1:00-2:00

GENERAL HONORS 101.098 – FRESHMAN HUMANITIES TUTORIAL

Rhetoric and Genre – Writing as Social Action

COURSE DESCRIPTION:

The word “genre” calls to mind literary forms like the poem and novel or particular types of narrative such as science fiction and romantic comedy. While the literary classification of text types is useful, this course introduces you to a rhetorical understanding of genre. That is, you will learn how communities use print and digital forms of writing like websites, grants, and instructions to forward the work of their particular organizations. To learn about writing as social act, you will practice writing three genres common in professional contexts and write a proposal for a genre-based research study that can be carried out in the future as an honors thesis.

CORE QUESTIONS:

You can expect to leave this course with emerging responses to the following questions:

1. What are genres? How do they function rhetorically?
2. How do genres organize activity and people?
3. What does it mean to learn how to write a genre? Why do we respond to genres in the ways that we do? What are the consequences of breaking genre expectations?
4. How do genres form? How and why do genres change?
5. How are rhetorical and literary studies of genre different? How can these approaches complement each other?
6. How does one best study the social nature of genres?

Answers to these questions can be carried across contexts, helping you more easily figure out how to write in future writing situations: student organizations, workplace contexts, and even your discipline.

REQUIRED TEXTS:

No required text needs to be purchased for this course. We will be reading theory and research about writing from the field of writing studies, a discipline usually housed in English that has studied how people learn and use writing for over sixty years. I’ll share these readings with you as .pdf files, which you should print out and put in a three-ring binder that can be brought to class every time we meet. In addition, you will have a hand in shaping the required reading in this class as you bring in genres you find around you to help us understand the theoretical concepts presented in our reading.

COURSE REQUIREMENTS (AT A GLANCE): In addition to the careful reading of course texts and substantial participation in classroom discussion expected at this level, this course will require the following:

- Class Participation
- Four Writing Projects
 - Professional Website
 - Grant
 - Instructions
 - Genre-Based Research Proposal
- Four Peer Reviews
- Final E-Portfolio

GRADING SUMMARY:

Class Participation	200 Points
Four Writing Project	400 Points
Four Peer Reviews	200 Points
Final E-Portfolio	200 Points
Total	1000 Points

Letter	Point Range
A	1000-900
B+	899-870
B	869-830
B-	829-800
C+	799-770
C	769-730
C-	729-700
D	699-600
F	599-0

COURSE REQUIREMENTS (DESCRIBED):

1. Class Participation: Actively discuss our readings and activities, in small and large groups. Write a self-evaluation in weeks 7 (75 points) and 15 (125 points).
2. Four Writing Projects: Draft and revise four writing projects: 1) a website that begins to craft your professional identity online; 2) the submission of a small grant for an organization or research project to an actual request for proposal (RFP), 2) a set of instructions for a process and audience of your choosing; and 4) a short proposal for a genre-based research project you are interested in carrying out in the future.

3. Four Peer Reviews: Submit drafts of your writing projects for review and offer thoughtful written feedback to the work of your peers.
4. Final E-Portfolio: Write a reflection-in-presentation that returns to and revises the writing inventory based on the writing theory presented in this course. Include artifacts and one final revision of a project of your choice in a portfolio.

COURSE POLICIES:

Catalogue Description:

GH 101 Freshman Humanities Tutorial. (2–3, repeatable only if second tutorial is taught by a different department) (General Education/ Humanities) Reading, writing, and discussion on topics in the humanities to be announced in advance. Designed primarily for freshmen. GH 101 may be repeated only if taken in a different department; however, AP credit may be earned only once.

Prerequisites:

Students must be enrolled in the Centennial Honors College. Other special requirements to be announced. Students may be eligible to receive WIU advanced placement credit for ENG 280.

Attendance:

Even though you should not miss any classes at this level, you are allowed to miss three class sessions for any reason; after this, your final grade for the course may be reduced by 30 points for each class missed. For example, if your final grade averages 910 (an A), missing four classes will reduce this to a final grade of 880 (a B+). Arriving late and leaving early only disrupts the class, so make every effort to arrive before class starts and remain until class ends. Being late to class twice results in an absence.

Late Work:

No late work will be accepted. If you know you are going to miss class, make arrangements to turn in work that is due ahead of time.

Student Decorum:

This course requires ethical and professional conduct, which includes academic integrity, collegiality in class, and professionalism when dealing with the community as part of course activities. Academic integrity violations will result in a failing grade for the assignment and possibly the course. Refer to the following for WIU's policy on academic integrity:

<http://www.wiu.edu/policies/acintegrity.php>.

Western's Title IX Policy:

Title IX: University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online at:

http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php.

If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Title IX policy is available at:

<http://www.wiu.edu/vpas/policies/titleIX.php>.

Students with Disabilities:

In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu, or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

University Writing Center:

The University Writing Center is available to assist you with general and specific questions on writing assigned in any discipline and at any academic level, assisting with generating ideas, talking about global-level issues such as organization, and even working through grammatical problems. The University Writing Center is located in Malpass Library (3rd floor, west side) and in satellite centers in Simpkins, Bayliss, and Tanner. Call for an appointment (309-298-2815) and be sure to bring a copy of your assignment.

Course Calendar: Formal notice will be given if any changes to the calendar need to be made.

- 8/22 **Course Introduction**
- 8/24 **Introductions**
- 8/26 **Writing Inventory**
- 8/29 **Genre: Professional Website**
Due: Writing Inventory
- 8/31 **Rhetorical Situations...**
Read: "Rhetorical Situations and Their Constituents" (p. 349-55)
- 9/2 **... And Their Constituents**
Read: "Rhetorical Situations and Their Constituents" (p. 355-63)
- 9/5 **No Class – Labor Day!**
- 9/7 **Tutorial: Using WordPress**
- 9/9 **How Genres Function Rhetorically**
Read: "A Theory of Genre" (p. 1-12)
- 9/12 Read: "A Theory of Genre" (p. 12-19)
- 9/14 Read: "A Theory of Genre" (p. 19-32)
- 9/16 **Workday: Professional Website**
- 9/19 **Peer Review #1**
Due: Draft of Professional Website
- 9/21 **Genre: Grants**
- 9/23 **How Genres Organize Activity and People**
Read: "How Texts Organize Activity and People" (p. 366-72)
- 9/26 Read: "How Texts Organize Activity and People" (p. 372-81)
Due: Final Draft of Professional Website
- 9/28 **Genre Sets and Systems**
Read: "Rhetorical Genre Studies" (p. 78-87)
- 9/30 **Workday: Organizing Your Grant Using the RFP**
- 10/3 Read: "Rhetorical Genre Studies" (p. 87-95)
Due: Participation Self-Evaluation #1
- 10/5 Read: "Rhetorical Genre Studies (p. 95-104)

- 10/7 **Workday: The Budget**
- 10/10 **Peer Review #2**
Due: Draft of Grant
- 10/12 **Genre: Instructions**
- 10/14 **No Class – Fall Break!**
- 10/17 **Genre Shift**
Read: “A History of Genres and Genres in History” (p. 88-101)
Due: Final Draft of Grant
- 10/19 Read: “A History of Genres and Genres in History” (p. 101-23)
- 10/21 Read: “A History of Genres and Genres in History” (p. 123-35)
- 10/24 **Reader-Centered Instructions**
Read: “Writing Reader-Centered Instructions” (p. 646-51)
- 10/26 Read: “Writing Reader-Centered Instructions” (p. 651-56)
- 10/28 Read: “Writing Reader-Centered Instructions” (656-62; 668-71)
- 10/31 **Tutorial: Document Design**
Read: “Designing Print and Online Documents” (p. 557-65)
- 11/2 **Tutorial: Designing Performance Tests**
- 11/4 **Workday: Drafting Instruments for Performance Tests**
- 11/7 **Genre-Based Research Proposal**
- 11/9 **Crafting Research Questions**
Aggressively Skim: “Genre Research in Multiple Contexts” (p. 107-72)
Due: Peer Review #3
- 11/11 **Workday: Drafting the Literature Review**
- 11/14 **How to Study Genres**
Review: “How Texts Organize Activity and People” (p. 375-83)
- 11/16 **Workday: The Methods Section**
- 11/18 **Workday: Designing Instruments for Data Collection**
- 11/28 **Genre: Reflection-in-Presentation**
Due: Final Draft of Instructions
- 11/30 **A Return to Your Writing Inventory**

- 12/2 **Selecting Artifacts for Your E-Portfolio**
Due: Final Draft of Genre-Based Research Proposal
- 12/5 **Compiling Your E-Portfolio**
Due: Participation Self-Evaluation #2
- 12/7 **Peer Review #4**
Due: Draft of Reflection-in-Presentation
- 12/9 **No Class – Work on E-Portfolio**
- 12/12 **Final Exam @ 3:00**
Due: E-Portfolio