Ms. Kacy Walz

English 1000.09

MWF 11-11:50 – Strickland Hall 315

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Office Hours: TBD (can email me to schedule a meeting)

Exposition & Argumentation



“students […] can best develop their arguments not just by looking inward but by

doing what they often do in a good conversation with friends and family – by listening carefully to what others are saying and engaging with other views”

– Gerald Graff and Cathy Birkenstein

**Course Description:** This class is intended to help you begin the transition into writing at a collegiate level. One somewhat obvious difference between high school and college is an added level of freedom and responsibility in almost everything you do. This freedom and responsibility also manifests itself in the writing and work you will do here at the University of Missouri and beyond.

Throughout the semester we will work together as a class and in smaller groups in brainstorming and peer review, and you will also work more independently through conferences with me and through self‐reflection. You will gain confidence in your abilities to read and comment productively on the writing of your peers. You will have gained experience in various forms of writing for various audiences and purposes. You will have learned to research, respond to, and incorporate the views of others into your own arguments, and you will learn how to enter into academic and social discussions with authority.

**Required Materials:**

* *They Say/I Say* by Gerald Graff and Kathy Birkenstein
* *Zone One* by Colson Whitehead
* Access to course Canvas site
* Hard copies of any reading posted to Canvas

**Attendance:** Regular attendance to class is extremely important. Frequent absences will unravel any sense of community that we may develop this semester. If you are unable to attend class (due to illness, family emergency, some other unavoidable conflict during class time), you must contact me prior to our scheduled meeting‐time. Missing too many class meetings will negatively affect your grade through lost participation points, missed activities, and fewer opportunities to seek assistance from your fellow classmates and myself. If you miss more than five classes your chances of earning at least a C in the course will be in jeopardy, and so I reserve the right to drop you from the course.

**Conferences:** I will meet one‐on‐one with all of you a few times over the semester and a few times in a small‐group setting. Conferences and workshop sessions are important elements of the course and the attendance policy applies in the same way as during any other class meeting; missed conferences will negatively affect your grade in the same manner as a missed class. As conferences and small group sessions occasionally take up several course meetings, a missed session will count as missing the number of class meetings replaced by the conference or workshop.

**Brief Descriptions of Formal Assignments:** More detailed information will be provided on the dates noted in the Schedule.

* *Rhetorical Analysis (15%)* – Several short articles will be posted to Canvas under the aptly named “Rhetorical Analysis” folder. You will select one of these and craft a thoughtful and persuasive analysis of 3-5 pages.
* *Annotated Bibliography (10%) –* Your annotated bibliography will contain at lest five sources and at leas three of these sources will be scholarly in nature.
* *Argumentative Research Paper (15%)* – Your argumentative research paper will be crafted utilizing the sources included in the final draft of your annotated bibliography. You will develop a thesis and clearly and persuasively argue your points supported by your research.
* ***R****eading* ***A****s a* ***W****riter* ***R****esponse Posts/Leaders (15%)* – Over the course of the semester you will compose five RAWR posts and lead one RAWR discussion. RAWR posts will be uploaded to Canvas by a predetermined time the evening before the RAWR discussion. RAWR posts will be based on assigned readings and will be at least 500 words in length. You will work with three of your classmates to lead discussion on the day you are a RAWR leader. RAWR leaders do not post for their discussion.
* *They Say/I Say Presentation (15%)*  – You will partner up with one of your classmates to prepare a brief presentation over one or two sections of *They Say/I Say*. You will work together to craft a one-page hand out that outlines your section(s). Your presentations should be 10-15 minutes in length.
* *Short Creative Writing Piece (15%)* – You will write one formal creative piece. More information will be provided as we get closer to this assignment.

**On Grading:** A “C” grade reflects average work and will be awarded if you simply give the minimum effort required to complete the course. For higher grades, I will consider your overall willingness and effort to improve as a writer and to address the issues in the course. In order to receive an “A” you must demonstrate significant progress in each of your drafts. You must also contribute to each in‐class discussion, and respond thoughtfully and concretely to your peers’ writing during workshop.

* Page Requirements: Each formal writing assignment will come with a recommended length. This length is included to provide you with an idea of how long I would expect it to take you to write a quality piece of the assigned nature. While I will not penalize you purely based on not reaching a page requirement, you should consider that I have taught this course a number of times and have a good sense of what a successful paper looks like. This caveat is intended to discourage “fluff” or “padding” that might otherwise be used to reach a/n [somewhat] arbitrary page number.
* Assignment Descriptions are similarly intended to be helpful and not misleading. I cannot, however, clarify any questions I do not receive. You should feel free to meet with me after class or during office hours, or email me with any specific questions regarding an assignment. If the answer cannot be found in the syllabus, I will be happy to respond in as timely a manner as possible. If your question can be found on the syllabus or on the Canvas site, or if a question is emailed without a reasonable time for response (say, the night before an assignment is due) you may not receive a response.
* Participation makes up 15% of your final grade. This will be calculated based on course discussions, in-class activities, and day-to-day course work.

**Grading Breakdown:**

A+ = anything above 100 C = 76-74

A = 100-94 C- = 73-70

A- = 93-90 D+ = 69-67

B+ = 89-87 D = 66-64

B = 88-84 D- = 63-60

B- = 83-80 F = 59 and below

C+ = 79-77

**Late Work:** Some assignments will be turned in through the Canvas site. Because of the nature of technology, you should always check to make sure your work is uploaded correctly. Any work submitted (electronically or physically) after the assigned time will be counted late and points will be lost beginning the day the work is due.

**Plagiarism:** We are a community of writers and I will actively encourage you to share your ideas with each other. However, the writing that you submit to me and to your peers must be your own work and must have been completed for this specific course and no prior assignment. Anytime you incorporate the ideas of an outside source (books, magazines, academic articles, Internet resources, etc) you must cite your research. Don’t hesitate to contact me if you’re uncertain of how to best document your information. Any form of intentional plagiarism will result in a failing grade for the course.

**Electronics:** Computers and smart phones may be used to productively engage with and participate in classroom activities. Using them in other ways, unless previously discussing circumstances with me, could negatively affect your participation grade.

**Additional Resources:**

*Students with Disabilities:*

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please establish an accommodation plan with the Disability Center ([http://disabilitycenter.missouri.edu](http://disabilitycenter.missouri.edu/)), S5 Memorial Union, 573- 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for persons with disabilities, click on "Disability Resources" on the MU homepage.

*The Writing Lab*

Writing always benefits from additional readers. The Writing Lab, located in the Student Success Center, and in certain residence halls, provides writing tutors who will work with you at any stage in your writing process. You can set up an in-person appointment by calling 573-882-2496 or by visiting the Writing Center main desk. Walk-in tutoring is available in all Residence Hall locations and at Ellis Library.

You can also submit drafts to the Online Writery at <http://writingcenter.missouri.edu/online-writery/> by signing in with your PawPrint and password.

*Counseling Center*

College can be overwhelming at times. MU offers counseling resources and services to all students, and the student fees you already pay cover all costs. For more information on the Counseling Center you can visit their website (<http://counseling.missouri.edu>) or by contacting them directly in 102 Parker Hall or at 573-882-6701.

**General Disclaimer:**

The day‐to‐day schedule is subject to change. Some activities may take longer to complete, others will not require the amount of time for which I have allotted. In the event of a schedule change I will provide you with as much advanced notice as possible.