

Class Objectives

WRPR0100 is designed to help you become a stronger, more confident reader and writer. Through frequent writing practice, you will deepen your knowledge of writing techniques, strengthen your critical thinking skills, and sharpen your editorial eye. By working with essays, articles, and a variety of electronic media, you will learn how to shape your ideas and responses into analytical writings and present them in a variety of formats, including short and long papers, journal entries, and multi-media presentations. Through the writing and revising process, we will concentrate on improving clarity, organization, grammar, paragraph structure, and thesis development. The readings, films, and assignments for this class focus on how news media stories are constructed through language and images. As we explore this theme, you will learn a variety of skills for reading, writing, and research.

Reading List

Troyka/Hesse Handbook for Writers (8th Edition) (Authors: Troyka, L Q.. and Hesse, D.)
Available at Bookstore

Electronic readings

Download and print from course website- <https://segue.middlebury.edu/sites/wrpr0100a-f09>
See Course Calendar for specific dates and readings

Expectations

In WRPR0100, we are a writing team, and each member of the team is essential; therefore, you are expected to attend all classes on time, complete all readings when assigned, and hand in all work on time. Late papers, absences, missed readings will be penalized. You are expected to contribute to class discussion through both speaking and listening. In the event of illness, you must notify me (email or phone) before class that you will be absent. Extended absences must be approved by your commons dean and could have an adverse affect on your final course grade.

Course participation includes discussion, oral presentations, and a good deal of reading and writing. In addition, you will meet with me or our peer writing tutor on a regular basis. You will be graded on the quality of your individual written work, your class participation, the effort you put into the writing/ editing/conferencing process, and the individual improvement you have made during the semester and on your two writing Portfolios.

Learning Logs

You will keep an electronic journal (learning log) for informal responses to readings and observations about your writing process. Date and number all journal entries, as you will be reflecting on them in your two portfolios.

Portfolios

Twice during the semester, you will put together a collection of your writing and reflect on what you have learned. The final drafts in these portfolios comprise a significant portion of your grade (see below). Due dates: Midterm Portfolio—10/26; Final Portfolio—Friday, 12/11.

Assignments

You will complete a number of short “scaffold” assignments that build up to four longer papers that range from 4 to 8 pages. For longer papers, you will write at least three drafts. First draft papers are due the night before class (posted on Segue by 7pm). You may be asked to bring copies for peer review the next day as well. Second drafts will be due electronically. Final papers will be submitted in your portfolios. A more detailed breakdown of assignments is below:

Grading

50% of your grade will be based on the quality of the final draft of your papers, which will be graded according to a rubric (to be discussed in-class).

20% of your grade will be based on shorter assignments, many of which are graded using a simpler grading rubric.

20% of your grade will be based on your participation both in-class and online.

10% of your grade will be based on growth, improvement, and reflectiveness, as demonstrated in your Portfolios.

Communication and Support

Communication and respect are very important to our course. I attempt to return all phone calls and emails within 24 hours and appreciate the same from my students. Your feedback is essential to the success of this course. I will give you multiple opportunities to reflect on the course, both in-class and anonymously, but I appreciate hearing from you at any point about your needs and experiences. If you are feeling overwhelmed or frustrated, I hope you will let me know as soon as possible, so I can help you get the support you need.

If you have a disability of any kind that might impact your studies, please communicate with me and/ or the ADA office, so that we can make a plan to accommodate you. See <http://www.middlebury.edu/campuslife/diversity/ada/> for more information.

Although I will be meeting with you frequently, both during scheduled appointments and in office hours, I hope you will make use of support from the following:

Peer Writing Tutor: Ellie Moore

Library Liaison: Joy Pile- pjpile@middlebury.edu - 802.443.5140 - Library 210

CTLR: <http://www.middlebury.edu/administration/ctlr>

Course Overview: Major Papers and relevant Scaffold Assignments (SAs)

Paper I- Due 9/14 (Mon)- *Reflective Essay* (3-4 pp.)

In this essay, you will describe some of your most salient experiences, strengths, and goals in regards to reading, writing, and media literacy, and relate them to course readings and lectures. You will practice paragraph development, organization, and textual support in this paper. SA: reading response.

Paper II- Due 9/28 (Mon)- *Application of Theoretical Lens* [to media images] (3-4 pp.)

In this essay, you will analyze (and perhaps critique) a news image, using one or more of the readings as a theoretical framework. You will practice summary, application of theory, analysis, and thesis development. SAs: summary/response to readings, description of image/film, blog entries, mini-presentation

Paper III- Due 10/14 (Wed)- *Contrastive Analysis* [of media sources] (5-7 pp.)

In this paper, you will compare the language and images used to depict a local, national, or international news event. You will make an argument about media or about the event itself, using evidence from published media accounts as support. You will practice thesis development, use of evidence, analysis, and interpretation. SAs: observation log and report, summary of findings, interpretation of findings (section), mini-presentation

*****Portfolio 1 due 10/26*****

Paper IV (part 1)- Due 11/16 (Mon)- *Research Synthesis* [review of research] (3-4 pp.)

This is the first part of a research paper about a topic relating to media literacy, in which you will review existing research to answer a research question. You will also make an argument about the significance of your question (rationale) and an analysis of the findings (interpretation). This paper may incorporate data from Paper III. You will practice research and evaluation of sources, use of sources, citation, and organization. SAs: library research workshop, research log, description of event (section), annotated bibliography, class workshops

Possible topic categories for Paper IV: art/film/web design, politics (national or international), history, economics, education, and linguistics, or a category of your choice.

Paper IV (full draft) - Due 11/30 (Mon)- *Research Synthesis* [including rationale and interpretation] (4-5 add'l pp.)

This is a full research paper that expands on part I. You will practice making an extended argument, organization, and polishing/proofreading. SAs: research log, class workshops (organization, thesis, revision)

***** Final Portfolio due 12/4*****

COURSE CALENDAR (draft)

September 7 (M)- Course Overview. Discuss Reflective Essay (Paper I).

September 9 (W)- Read Troyka/Hesse Ch 7.

Due: written responses (See handout).

September 11 (F)- Read Troyka/Hesse Ch 1 and 2. Due: reading log.

September 14 (M)- **Location: SDL 202**

Due: Paper I draft 1.

Schedule conference #1.

September 16 (W)- Read Troyka/Hesse Ch 4. Guest lecture.

September 18 (F)- Due: Paper I draft 2.

September 21 (M)- Read Berger essay and Visual Literacy article #1.

Due: Comparative Synthesis.

September 23 (W)- Read Visual Literacy article #2 and Troyka/Hesse Ch 6.

Due: Freewrite (application).

September 25 (F)- Due: Image description and preliminary analysis.

Writing Workshop.

September 28 (M)- **Location: SDL 202.** Due: Paper II draft 1.

Schedule conference #2.

September 30 (W)- Due: Paper II draft 2.

October 2 (F)- Read Media Critiques #1 and #2.

Due: Learning Log response in preparation for Paper III.

October 5 (M)- Read Troyka/Hesse Ch 4.

Due: Research log with observations and reactions.

October 7 (W)- Writing Workshop.

October 9 (F)- Read Troyka/Hesse Ch 5. Due: Mini-presentations for Paper III.

*****Please see next page for TENTATIVE calendar*****

TENTATIVE

***October 12 (M)**- *No Class*

October 14 (W)- Paper III due for peer review. Schedule conference #3.

October 16 (F)- Read Troyka/Hesse assigned chapters (jigsaw).

October 19 (M)- Due: chapter summaries. Revision/editing presentations.

October 21 (W)- Writing Workshop (revision)

October 23 (F)- Writing Workshop II (or Conferencing Day?)

October 26 (M)- Portfolio 1 due. Schedule conference #4 for weeks 8-10

October 28 (W)- Read Troyka/Hesse Ch 31.

October 30 (F)- Read Troyka/Hesse Ch 32. Research proposal due.

November 2 (M)- Library/Research workshop.

November 4 (W)- Library/Research workshop.

November 6 (F)- Read Troyka/Hesse Ch. 33 and 35.

November 9 (M)- Due: Research log and Annotated Bibliography with 4 sources.

November 11 (W)- Read online sample papers and post in response.

November 13 (F)- Workshop or Conferencing Day?

November 16 (M)- Due: Paper IV (part 1). Possible additional readings.
Schedule conference #5.

November 18 (W)- Writing Workshop. (possible additional readings)

November 20 (F)- Writing Workshop. (possible additional readings)

November 22 (M) – Conferencing Day (?)

***November 24 (W)**- *Holiday- No Class*

***November 26 (F)**- *Holiday- No Class*

November 30 (M)- Read Troyka/Hesse chapter (jigsaw). Due: Paper IV (full draft).
Schedule conference #6.

December 2 (W)- Read Troyka/Hesse chapter (jigsaw). Course Evaluations.

December 4 (F)- Final Portfolio due.

“Getting to know you...”

Here’s some of what I bring to our class:

- ❖ A good deal of teaching experience at multiple levels and in many situations (both native and non-native speakers of English)
- ❖ Second language learning experience (Spanish and some French)
- ❖ A passion for learning and teaching
- ❖ Ongoing work as a scholarly writer and researcher in the field of TESOL

Here’s some of what I assume you bring to our class:

- Multiple backgrounds (culture, race, gender, socio-economics, language)
- Varied academic interests and objectives
- Previous writing experiences
- Willingness to learn and to grow as a reader and writer

You help create a cultural and academic **community**, as well as a diverse audience of readers for each other’s work. You are also my **informants** about reading and writing practices outside our course. As I learn more about you, I hope to help create a **bridge** between your past experiences and your future goals. I welcome your feedback on class activities, and hope to incorporate some of your interests and needs into our lessons.



WRPR 0100A: Assignment 1
Due: Wed, Sept 9 in class (paper)

Chapter 44 of the Troyka/Hesse text is designed for an audience of multilingual writers who are non-native speakers of English. Your first assignment is to read this chapter and reflect on how it relates to your own experiences as a multilingual writer. As you read, take notes and reflect, paying particular attention to Exercises 44-1, 44-3, 44-4, and 44-5. (You do not need to do formal writing in response to these exercises—just use them as “food for thought”).

*For next class, write a **summary/response paper** (1-2 pages, double-spaced) discussing what you see as the most important points from the chapter and relating those points to your personal experience. (And don’t be afraid to point out if you feel that the chapter conflicts with your experience. Critical perspectives are always welcome J)*