

**WRI 1000: ACADEMIC INQUIRY AND WRITING SEMINAR**  
**REPRESENTATIONS OF RACE AND GENDER IN POPULAR CULTURE**

Seattle Pacific University, Winter 2017  
MWF 1:30pm-2:50pm  
Otto Miller Hall 136

**Instructor:** Dr. Yelena Bailey  
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**Office:** Marston 221  
**Office Hours:** M/W 12:00am-1:00pm and by appointment

**SEATTLE PACIFIC UNIVERSITY MISSION**

Seattle Pacific University seeks to change the world and engage the culture by graduating students of competence and character, cultivating people of wisdom, and modeling a grace-filled community.

**COURSE DESCRIPTION**

This course provides first-year college students an introduction to academic inquiry. Its central purpose is to immerse students in the types of reading, writing, and critical thinking required by their new community – the university. Key elements of the course include understanding the rhetorical and cultural contexts that impact reading, writing, and learning; practicing the critical reading of academic texts; learning to develop insightful lines of inquiry and complex claims; and developing skill in the processes and conventions that lead to successful academic writing. This section of WRI 1000 will study representations of race and gender in popular culture.

**COURSE OBJECTIVES**

By the end of this course, students will be able to:

demonstrate understanding of the relationship between writer, reader, text, culture, and medium in various genres of academic writing. This is *rhetorical knowledge*.

ask good questions of the texts you read and write, attending especially to relationships between assertion and evidence, to patterns of organization, and to the interplay of verbal and nonverbal elements. This is *critical inquiry*.

practice flexible strategies for reading, drafting, revising, and editing texts. This is the writing *process*.

negotiate the *conventions* of academic writing, including grammar, spelling, and citation, exploring the concerns that motivate each.

### COURSE TEXTS

For this course, you will need to purchase:

Greene, Stuart, and April Lidinsky. *From Inquiry to Academic Writing: A Practical Guide*, 3rd ed., Bedford/St. Martin's, 2014.

You will also need to purchase and view the following television episodes:

“Sweet Baby.” *Scandal*, written by Shonda Rhimes, directed by Paul McGuigan, Disney-ABC Domestic Television, 2012.

“Beltway Unbuckled.” *Scandal*, written by Mark Fish, directed by Mark Tinker, Disney-ABC Domestic Television, 2012.

“It’s Handled.” *Scandal*, written by Shonda Rhimes, directed by Tom Verica, Disney-ABC Domestic Television, 2012.

“Trump Card.” *Scandal*, written by Severiano Canales & Jess Brownell, directed by Jann Turner, Disney-ABC Domestic Television, 2016.

Finally, you will need access to a laptop, tablet and/or scanner. All course writing activities must be submitted through Canvas for credit. Please bring a device on which you can type your daily in-class responses. If you do not have access to a laptop or tablet, you may scan handwritten activities and submit them online. All at-home assignments must be typed.

Additional supplemental materials will be made available on Canvas.

### ASSIGNMENTS AND GRADING

This course sets higher standards for writing than you have probably experienced before. It is not uncommon for papers and other writing that might have earned an A in high school to be considered no better than a C in college. Your writing will be assessed against the course outcomes listed above. Here’s how the Writing Program defines each grade level:

- A = superior attainment
- B = meritorious attainment
- C = adequate attainment
- D = minimal attainment
- E = insufficient attainment, no credit

Note that “meritorious” means commendable or praiseworthy: a B, in other words, reflects a well-written paper, not an average result. You must earn a C-minus in order to receive credit for WRI 1000 and advance to WRI 1100.

70% of your final grade will be based on a portfolio that draws upon your writing from all ten weeks of class. Because your final grade depends so heavily on your portfolio, I do not grade individual pieces of writing. To do so suggests the writing is finished rather than a draft working toward a larger project. You will need to save your writing, and my commentary on it, for inclusion in your final portfolio. The other 30 % of your grade will be based on class participation (response papers, daily work, Learning Curve activities, attendance, timeliness, conferences, etc.).

### **POLICIES**

*LATE WORK:* All major assignments must be complete to pass the course. Late assignments will not receive commentary from the instructor, which will significantly impact your ability to revise for the WRI 1000 final portfolio, and could also significantly impact your participation grade.

*ATTENDANCE:* When we convene as a class, we say, think, and do things we could not do individually. We workshop our writing, we read together, we practice the thinking that is important for college success—building rhetorical knowledge, enacting critical inquiry, working through the writing process, negotiating conventions in a given situation. Because our community does what we cannot do alone, class time is limited and valuable. You are expected to be present—physically and intellectually—at every class meeting. Each student will be afforded one week’s worth of absences (i.e. three absences for a MWF class, two absences for a TTh class). Additional absences may lower your final grade at the discretion of the instructor. The Writing Program does not distinguish between “excused” and “unexcused” absences. Use your absences judiciously, if at all. Arrive on time. Excessive tardiness can result in an absence in the grade book, as can inappropriate use of technology in class.

*PLAGIARISM:* The Writing Program distinguishes between unintentional and intentional plagiarism. Unintentional plagiarism is a conventional issue, one that can be addressed through instruction on citation. Remember, you must cite your sources, even when paraphrasing. We will address citation in class, and if you need assistance beyond classroom instruction, please consult a handbook, set up an appointment at the Writing Center, and / or speak with me. Intentional plagiarism, however, is a breach of trust and integrity, a violation of the atmosphere of scholarship we work hard to establish and maintain at the University. If the instructor verifies an act of academic dishonesty has occurred, the Department Chair, Dean, Provost, and Dean of Students will each be notified. Depending on the severity, plagiarism can result in failing an assignment or failing the course.

### **COURSE CALENDAR**

\*This schedule is tentative and subject to change

\*ICR = In-Class Response Paper, AHR = At Home Response Paper

<b>DATE</b>	<b>ASSIGNMENT DUE</b>
<b>Week 1</b> Wednesday Jan. 4	Course Intro
Friday Jan. 6	Greene and Lidinsky 1-15, <i>Keywords</i> : “Race” (207-211), “Racialization” (212-214), “Gender” (116-118) AHR1: How do these keywords affect your ICR1?

<p><b>Week 2</b></p> <p>Monday Jan. 9</p> <p>Wednesday Jan. 11</p> <p>Friday Jan. 13</p>	<p>Greene and Lidinsky 29-38, Watch “Sweet Baby” Learning Curve: Critical Reading</p> <p>Greene and Lidinsky 48-54, “Shonda Rhimes, Scandal, and the Politics of Crossing Over” AHR2: Write a rhetorical analysis of this article.</p> <p>“Trope and Associates,” Learning Curve: Arguable Claims AHR3: Write a rhetorical analysis of this article.</p>
<p><b>Week 3</b></p> <p>Monday Jan. 16</p> <p>Wednesday Jan. 18</p> <p>Friday Jan. 20</p>	<p><b>MARTIN LUTHER KING JR. DAY: NO CLASS</b></p> <p>Greene and Lidinsky 286-98, Learning Curve: Peer Review Draft of Paper 1 Due - Bring copies for in-class workshop</p> <p>Watch “Beltway Unbuckled” Greene and Lidinsky 151-63, “Scandalicious”</p>
<p><b>Week 4</b></p> <p>Monday Jan. 23</p> <p>Wednesday Jan. 25</p> <p>Friday Jan. 27</p>	<p>Greene and Lidinsky 164-82 AHR4: Write a synthesis of the articles we have read so far.</p> <p>Greene and Lidinsky 182-98, Learning Curve: Word Choice AHR5: Analyze “life writing” about <i>Scandal</i></p> <p>Greene and Lidinsky 343-48, watch “It’s Handled,” “#OscarsSoWhite” AHR6: How does “#OscarsSoWhite” connect to course themes?</p>
<p><b>Week 5</b></p> <p>Monday Jan. 30</p> <p>Wednesday Feb. 1</p> <p>Friday Feb. 3</p>	<p>Paper 1 Revision Due</p> <p>Greene and Lidinsky 55-67, pgs. 631-39 of “The Racial Logic of Grey’s Anatomy”</p> <p>Finish “The Racial Logic of Grey’s Anatomy,” “Power from a Different Perspective” AHR7: Film Review of <i>Big Hiro 6</i></p>
<p><b>Week 6</b></p> <p>Monday Feb. 6</p> <p>Wednesday Feb. 8</p> <p>Friday Feb. 10</p>	<p>Greene and Lidinsky 80-88, 93-97, Watch “Trump Card” AHR8: Analyze this episode &amp; come up with an issue based question.</p> <p>Greene and Lidinsky 106-13, 116-18 Learning Curve: Thesis 1 &amp; 2</p> <p>Draft of Paper 2 Due</p>

<p><b>Week 7</b> Monday Feb. 13</p> <p>Wednesday Feb. 15</p> <p>Friday Feb. 17</p>	<p>Greene and Lidinsky 211-34 Learning Curve: Reason &amp; Logical Fallacies</p> <p>Greene and Lidinsky 248-53 AHR9: Evaluate the ethos, pathos and logos of <i>Scandal</i></p> <p>Greene and Lidinsky 257-69 Learning Curve: Intros</p>
<p><b>Week 8</b> Monday Feb. 20</p> <p>Wednesday Feb. 22</p> <p>Friday Feb. 24</p>	<p><b>PRESIDENTS DAY: NO CLASS</b></p> <p>Greene and Lidinsky 269-28 Learning Curve: Topic Sentences 1 &amp; 2</p> <p>Revision Paper 2 Due</p>
<p><b>Week 9</b> Monday Feb. 27</p> <p>Wednesday Mar. 1</p> <p>Friday Mar. 3</p>	<p>AHR 10: Film Review of <i>The Hunger Games</i> In-Class: Portfolio Plan &amp; Draft Cover Letter 1</p> <p>In-Class: Peer Review Cover Letter 1 &amp; Draft Cover Letter 2</p> <p>In-Class: Peer Review Cover Letter 2 &amp; Work on portfolio</p>
<p><b>Week 10</b> Monday Mar. 6</p> <p>Wednesday Mar. 8</p> <p>Friday Mar. 10</p>	<p>Conferences/Work on portfolio</p> <p>Conferences/Work on portfolio</p> <p>Conferences/Work on portfolio</p>
<p><b>Week 11</b> Monday Mar. 13</p>	<p>Class will meet as scheduled: End of quarter wrap up</p>
<p><b>Finals Week</b> Wednesday Mar. 15</p>	<p><b>PORTFOLIO DUE BY 3PM</b></p>

## **STUDENT RESOURCES**

*THE WRITING CENTER* (Lower Moyer Hall) is an excellent resource for working on your writing with an experienced consultant. Call 206-281-2475 or stop by the Center for Learning front desk for more information.

*DISABILITY SUPPORT SERVICES* (Lower Moyer Hall) provides educational access through support, resources, advocacy, collaboration, and academic accommodations for students with disabilities. Call 206-281-2272 or 206-281-2224 (TTY). Email: [dss@spu.edu](mailto:dss@spu.edu).

*THE STUDENT COUNSELING CENTER* (Watson Hall) is dedicated to student well-being and providing services collaboratively with compassion, respect, and sensitivity to students' unique challenges and cultural backgrounds. Call 206-281-2657 or email [scc@spu.edu](mailto:scc@spu.edu).

## **EMERGENCY RESPONSE INFORMATION**

### **REPORT AN EMERGENCY OR SUSPICIOUS ACTIVITY**

Call the Office of Safety and Security to report an emergency or suspicious activity by dialing 206-281-2911 or by pressing the call button on a campus emergency phone. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the SPU Dispatcher will contact local fire/police with the exact address of the location of the emergency.

### **LOCKDOWN/SHELTER IN PLACE—GENERAL GUIDANCE**

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System as text messages (to people who have provided their cell phone numbers as described below), emails, announcements by Building Emergency Coordinators (BECs), and electronic reader board messages.

If you are in a building at the time of a lockdown:

- Stay inside and await instruction, unless you are in immediate visible danger.
- Move to a securable area (such as an office or classroom) and lock the doors.
- Close the window coverings then move away from the windows and get low on the floor.
- Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are unable to enter a building because of a lockdown:

- Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to further danger.
- Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

**EVACUATION—GENERAL GUIDANCE**

Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator.

Once you have evacuated the building, proceed to the nearest evacuation location. The “Stop. Think. Act.” booklet posted in each classroom contains a list of evacuation sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

**SPU ALERT SYSTEM**

The SPU-Alert System provides notification by email and text message during an emergency. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. To receive a text message, update your information through the Banner Information System on the web, <https://www.spu.edu/banweb/>. Select the Personal Menu then choose the Emergency Alert System. Contact the CIS Help Desk if you have questions concerning entering your personal contact information into the Banner Information System.

**ADDITIONAL INFORMATION**

Additional information about emergency preparedness can be found on the SPU web page at <http://www.spu.edu/info/emergency/index.asp> or by calling the Office of Safety & Security at 206-281-2922 Alert System. Contact the CIS Help Desk if you have questions concerning entering your personal contact information into the Banner Information System.