

**WRI 1000: ACADEMIC INQUIRY AND WRITING SEMINAR
WRITING AS DISCOVERY; OR, WHY ARE YOU HERE?**

Seattle Pacific University, Winter 2022
MWF, 1:00-2:20
Otto Miller Hall 109

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Office Hours: 3-4 M/W on Zoom (964 667 5469)

“HOW DO I KNOW WHAT I THINK UNTIL I SEE WHAT I SAY?” E. M. FORSTER

SEATTLE PACIFIC UNIVERSITY MISSION

Seattle Pacific University is a Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling 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.

We are living through an extraordinary moment. A global pandemic has triggered the largest shift in working conditions, and subsequently shifting ideas about labor arguably since the massive layoffs of the Great Depression. Working people across the country are deciding, in mass, to no longer take jobs that put them at personal risk, that are not rewarding, or that offer inadequate pay or benefits. The questions we seem collectively to be asking, are what makes work meaningful? What is the difference between a job and a vocation? To what extent should work be a source of meaning, purpose, and community? And are these so-called “intangible” benefits merely a trick meant to get people to work harder and longer for less? These are questions with direct bearing on you, college students in the early stages of your studies. The subtitle for this course asks, “What are you here for?” In this section of Writing 1000 we will read and write about the changing nature of work, but also explore your own motivations and goals for your college education. What do you want to get out of this experience? What kinds of activities give you a sense of purpose and vocation?

Our reading will be drawn primarily from three genres: poetry, short fiction, and essays. We will use these texts to think about changing ideas of work, and as content for writing and discussions. Writing activities will include personal response writing, analytical paragraphs and argumentative essays. Our reading and writing activities are designed to familiarize you with

different forms and genres while preparing you for university-level composition. The overarching goal is to achieve confidence and fluency in the following four areas:

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.

ASSIGNMENTS AND GRADING

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Due every Wednesday before class: Canvas Discussion Forum Post – 350-400 word substantive response to the reading, including potential questions and topics for in-class discussion; two 150-200 word responses to responses shared by your classmates.

Due Friday, 1/14: Textual Exposition Paper (1-2 pages)

Due Friday, 1/21: Draft (**minimum two pages**) of Major Paper One

Due Friday, 1/28: Revised Major Paper One (4-5 pages)

Due Friday, 2/4: Rhetorical Analysis (1-2 pages)

Due Friday, 2/11: Draft (**minimum two pages**) Major Paper Two

Due Friday, 2/18: Revised Major Paper Two

Due: Wednesday, 3/16: Final Course Portfolio

This course sets higher standards for writing than you've probably experienced before. It's 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.

Your final grade will be 70% Portfolio and 30% Participation. 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. Participation takes many forms: attending class, turning in work, participating in class, attending individual writing conferences with me, working in peer groups.

COURSE CALENDAR

Disclaimer: This calendar is subject to change. I’ll do my best to alert you to changes well in advance, but it’s your responsibility to stay up-to-date. Email me if you’re not sure how to prepare for class.

Date	In Class	Homework/Reading Due
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Project Sequence One

W 1/5	Introductions and Icebreakers: Syllabus Review and First Day survey	
F 1/7	What makes work meaningful?	Write: Survey and introductory letter; Read: David Graeber, “Bullshit Jobs” Introduction

Week Two

M 1/10	Active Reading Strategies	Write: Reading Journal Entry/notes to share with classmates Read: Bible, “Ecclesiastes 1-12”
W 1/12	Poem Analysis Activity: the Analytical Triangle	Write: Canvas Discussion Response Read: Jean Toomer, “Harvest Song” Robert Frost, “Two Tramps in Mudtime”
F 1/14	Short Paper One Workshop Activity	Write: Analytical Reading and Textual Exposition: share with your workshop group in peer review session; upload to Canvas assignment page (1-2 pages)

Week Three

M 1/17	Discussion: Rhetorical Strategies and Audience Appeals	Read: Matthew Nienow, “In the Year of No work” Karen Brodine, “Woman Sitting at the
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		Machine, Thinking”
W 1/19	Discussion: Heaney and Jordan	Read: Seamus Heaney, “The Forge” June Jordan, “Financial Planner” Write: Canvas Discussion Post
F 1/21	Friday Workshop Session	Write: Draft of Paper One (min. 2 pgs); share with workshop members during workshop session

Week Four:

M 1/24	Discussion: Jaffe and the idea of work as passion	Read: Sarah Jaffe, “Work Won’t Love you Back” Introduction
W 1/26	Rubric Activity; Discussion: knowledge and value	Read: David Foster Wallace, “String Theory” 1-13 Write: Canvas Discussion Post
F 1/28	Friday Workshop Session: Paper One	Write: Major Paper One Revised Draft

Week Five:

M 1/31	Author, Authority, Identity: Language and Power	Read: David Foster Wallace, 13-22
W 2/2	Discussion	Read: Orwell, “Shooting an Elephant” Write: Canvas Discussion Post
F 2/4	Friday Workshop Session	Write: One-page rhetorical analysis due in Conference Workshop

Final Five Weeks TBA!

COURSE TEXTS

For this course, you will need to purchase:

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. 3rd edition, Norton, 2016.

Lunsford, Andrea. *Let’s Talk: A Pocket Rhetoric*. Norton, 2021.

Additional course texts, including essays, short stories, and poems will be made available electronically

STUDENT RESOURCES

THE RESEARCH, READING, & WRITING STUDIO serves current students at any stage of the writing process, offering strategies for how to move forward with their own projects. Drop-in any time on the main floor of Ames Library. studio@spu.edu

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.

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.

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.

EMERGENCY RESPONSE INFORMATION

REPORT AN EMERGENCY OR SUSPICIOUS ACTIVITY

Call the Office of Safety & Security (OSS) at 206-281-2922 to report an emergency or suspicious activity. SPU Security Officers are trained first responders and will immediately be dispatched to your location. If needed, the OSS 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. Contact the CIS Help Desk if you have questions concerning entering your personal contact information into the Banner Information System.

Autumn 2021 HEALTH AND SAFETY EXPECTATIONS Syllabus Statement

Reducing the risk of infection on campus is a shared responsibility, and everyone needs to do their part. As such, all employees, students, and guests to campus are required to uphold SPU's culture of care by complying with University policies and posted signs regarding COVID-19 mitigation measures and actively engaging in behaviors that promote each other's health and well-being. Each person on SPU's campus is expected to comply with SPU's COVID-19 Health and Safety Expectations, as updated from time to time. This includes wearing a face covering when required, staying home when exhibiting symptoms associated with COVID-19, practicing good hygiene, and reporting illness and COVID-19 exposure promptly to SPU Health Services, as more fully described on the COVID-19 Health and Safety Expectations webpage.

Students who fail to adhere to University safety protocols will be asked to leave the classroom and may face additional disciplinary action under SPU's Student Standards of Conduct, section 11.4. Please regularly visit the SPU Stay Smart webpage for the most up-to-date information regarding campus COVID-19 protocols.