

**WRI 1000: Academic Inquiry and Writing Seminar (40382)**  
**Writing About American Education and School**

Seattle Pacific University//Spring, 2022  
Monday/Wednesday/Friday 10:30-11:50 a.m.  
Location: Bertona 5

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**Office:** Marston 247

**Office Hours:** Online weekly, time tbd

**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.

While the foundational structure and purpose of WRI 1000 classes is universal, each class takes a different thematic focus, and ours will be education. We've been forced over the last two years to consider education differently in the U.S. (and the world) as the pandemic necessitated shuttering schools and moving many classes online. What have we learned about schooling from this radical and widespread experience of change in education? In this class, we'll look back to the origins of public education in the U.S., as well as considering alternative forms of schooling and their accessibility and success in this country. We'll ask questions about the values, ethics, and cultural beliefs that have shaped American schools, as well as considering our own personal experiences as students. Through our texts, discussions, and written work, we'll try to unravel our own answers to the question *What should school look like, and why?*

**Course Texts**

For this course, you will need to purchase these two reference texts:

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. 4<sup>th</sup> edition, Norton, 2021.

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

These are available as a package through the SPU Bookstore in either paper or digital form.

\* The bulk of our course discussions will be based on individual essays that I'll make accessible to you for free on our class Canvas page, as well as on the podcast *Nice White Parents* (also available for free online). Please read the course calendar below for the schedule of reading/listening assignments.

### **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**

As this is a writing course, and as one only grows as a writer by writing, the majority of your work in this class will be written work. Please plan to write daily, to submit writing assignments weekly, and to revise your work (typically more than once). Writing is a process, and none of your assignments for this class should be considered “finished” until your portfolio is submitted at the end of the term (and if you want to keep revising on your own after that, great!).

### **Reading Quizzes**

There will be six reading quizzes throughout the term. These will be short-answer “pop” quizzes. They must be completed in class and cannot be made up. You may drop the lowest quiz score entirely at the end of the quarter, and the remaining five scores will account for 5% of your grade for this class.

### **Responses**

You will write six responses to our course readings or class discussions. These should run roughly 600-1000 words in length (or, roughly, two double-spaced pages). These should include a one-paragraph summary/summaries of the readings to which you are responding, followed by your reflection on or analysis of what you've read. You may compare or draw from/refer to more than one reading per response, considering the texts we read in reference to one another in order to create deeper meaning or find brighter connections between them. I will often offer you specific prompts for these responses, though you should not feel bound to them; if you are inspired to write about/toward something other than my prompts, you are free to follow your thoughts.

### **Workshop Letters**

Twice during the term we will hold small group workshops of student essay drafts. You will write one-page (double-spaced) workshop letters in response to your peers' drafts. The form for these letters will be covered in a separate instruction sheet. You will share your workshop letters with both the draft writers and with me.

### **Essays**

You will write two essays during this class. These will be shared in draft form for workshop and reflection with your peers, and you will then use that peer feedback to revise again for my review and feedback. One of these two (and it is your choice which one) essays should be revised once more for submission with your final portfolio. Complete assignment directions will be offered in class.

### **Portfolio**

Your final for this class will be the submission of a portfolio of your revised work, which will include a letter of personal reflection and assessment of your work in this course, three revised weekly responses (of your choice), and one revised essay.

### **A Note on Format**

The expectation in this class is that all assignments will be submitted typed, double-spaced, with 1-inch margins, in Times New Roman size 12 font. You should format your work according to MLA style guidelines (which we will discuss in class), including using headers, titles, and page numbers on all assignments. You should properly cite and credit all quoted, paraphrased, and summarized materials you include in your written work. If you have questions about these details of the professional presentation of your academic work, please reach out to me for conversation or help.

### **Workshops**

As noted above, we will hold two peer workshops during this term, one for each of your essays. Workshops are immensely beneficial to writers. Sharing our work with others and receiving their

feedback on it gives us a chance to expand our understanding of our intentions and helps us see where our skills are still developing. Beyond that, sitting on the other side of a workshop as a reader of other writers' work is just as helpful as having one's own work read. Workshopping another writer's work gives us the gift of distance and objectivity. When reading another writer's essay for a workshop review, we hone our ability to see a piece of writing holistically, to analyze it, and to identify what might be needed in revision to polish and strengthen it. These are skills we later put to use as editors of our own work.

Our workshops will run with clear guidelines and structure. Prior to each workshop, the workshopping writers will email me a list of their questions or concerns about their essays. These will become the focus of the workshop group's discussion. Each workshopping writer will have an opportunity during the workshop to participate in the conversation about his/her/their writing, and to ask the workshop group for clarification or answers to additional questions.

Additionally, for each workshop you will be "paired" with another writer from your workshop group, with whom you will trade workshop letters. Your letter will be a more detailed summary of your partner's essay, what you see as working well in the essay, and also your questions for the writer to consider in revision. You will exchange letters with your workshop partner (and give me a copy of your letter) after the workshop.

### **Grading**

Your final grade will be 70% Portfolio and 30% Participation.

#### **Portfolio:**

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. Having said that, I will give you extensive written feedback on assignments, so you will not be "in the dark" about your progress or areas for growth as a writer throughout the term. **You will need to save your writing and my commentary on it for use while revising and compiling your final portfolio.**

#### **Participation:**

Participation includes your regular attendance in class, your preparation for class (doing course readings ahead of class meetings), and your engagement when in attendance (which includes writing assignments, reading quizzes, class discussions, and workshops). Plan to come to every class having done the assigned readings and writings for that day. Bring your laptop to each class with the expectation that we will likely do some writing. During class, please refrain from looking at your phone. Engagement in class looks like curiosity, listening to me and to your peers, asking good questions, sharing your ideas and your writings, and being respectful of the class time and space (in other words, please

don't be late, leave early, or be disruptive to others' learning). If you must miss class and would like to make it up, please be in contact with me so that we can schedule an office hour.

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.

### **Student Resources**

*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](mailto:studio@spu.edu)

*The Center for Learning* (Lower Moyer Hall) provides support and strategies to foster student academic success. CFL offers academic coaching for time management, study skills, and test preparation, as well as tutoring for challenging classes. Call 206.281.2475 or email [cfl@spu.edu](mailto:cfl@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](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).

### **Policies**

*Late Work:* All major assignments must be completed to pass the course. Late assignments will not necessarily receive instructor commentary, which will significantly impact your ability to

revise for the WRI 1000 final portfolio, and could also significantly impact your participation grade.

*Attendance:* Attendance is a significant contributor to your success as a student in this class, as it is impossible for you to engage in class discussions, to ask questions, and to fully participate in class activities when you are not present in class (“present” here should be understood to mean physically in the classroom, but also attentive, curious, and contributing to the group’s conversations and work in meaningful ways). Participation, as noted above, is also an element of your course grade (30% of the total grade). \* If you must miss class, please be in contact with me so that we can schedule an office hour.

Having clarified all of that, we are living through a moment when the health and wellness of the community depends on each of us taking personal responsibility for stepping away from gatherings when we detect signs of illness in ourselves. Please take seriously and be respectful of SPU’s COVID safety guidelines, and do not join us if you are experiencing symptoms of illness. I am happy to make accommodations for you, and I ask that you email me as soon as you’re able (ideally prior to a missed class, but just after class if that’s not possible) so that I can support you in keeping up with the course. I also encourage you to find a classmate with whom you can exchange notes in the case that either of you must miss a class day. (Please see the COVID safety statement below for specific guidelines.)

*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 I verify that 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.

*Religious Accommodation:* Students who would like to request an accommodation for a religious holiday (e.g. request that an exam scheduled for a religious holiday be rescheduled) should make a written request within the first two weeks of the course pursuant to SPU’s Academic Schedule Religious Accommodation Policy. The policy is posted in the Undergraduate Student Handbook at <https://spu.edu/administration/office-of-student-life/handbook/behavioral-community-expectations/university-policies>.

## Course Calendar

\* Occasionally a reading/text assignment change may be necessary. Please be flexible and attentive to Canvas for information about such changes. I will give you plenty of notice when they occur.

Date	Coursework
<b><u>Week 1</u></b>	<u><i>Why Write?</i></u>
Mon. 3/28	-In class, we'll introduce ourselves, discuss the class, and look together at <i>Let's Talk</i> , Chapters 2 ("Thinking Rhetorically") and 4 ("Developing Academic Habits of Mind"). We'll also read together and discuss Thattai's essay "A History of Public Education in the United States," Ryan's essay "American Schools vs. the World," and a report from the Center on Education Policy.  <b>HOMEWORK: Read Christakis essays (Canvas).</b>
Wed. 3/30	- In class, we'll discuss <i>Let's Talk</i> , Chapters 1 ("Listening") and 3 ("Engaging Respectfully With Others"), Christakis's "The War on Public Schools," and Christakis's "School Wasn't So Great Before Covid Either."
Fri. 4/1	-In class, we'll write Response #1.  <b>HOMEWORK: Listen to NWP, episode 1; read Ewing, Senna, and Mervosh (Canvas).</b>
<b><u>Week 2</u></b>	<u><i>Summarizing, Quoting, and Responding</i></u>
Mon. 4/4	-In class, we'll discuss <i>Let's Talk</i> , Chapter 12 ("Summarizing & Responding"), pages 204-212, and <i>Nice White Parents</i> (podcast), episode 1.
Wed. 4/6	-In class, we'll discuss summarizing and incorporating quotations in writing and using MLA formatting correctly. We'll also discuss Ewing's "Still Separate and Unequal."
Fri. 4/8	-In class, we'll discuss Senna's "White Progressives in Pursuit of Racial Virtue" and Mervosh's "In Minneapolis Schools, White Families [...]" We'll also continue discussing summarizing, quoting, and responding, and we'll use the podcast and essays we've read in the past two weeks as our foundation for that work. We'll begin Response #2.  <b>HOMEWORK: Write Response #2. Listen to NWP, episodes 2 and 3.</b>

	<b>Read Rizga and Urist (Canvas).</b>
<b><u>Week 3</u></b>	<b><u>Analyzing and Arguing</u></b>
Mon. 4/11	<b>DUE: Response #2</b>  -In class, we'll discuss <i>Nice White Parents</i> , episodes 2 and 3, Rizga's "How to Teach American History in a Divided Country," and Urist's "Who Should Decide How Students Learn About America's Past?"
Wed. 4/13	-In class, we'll look at <i>Let's Talk</i> , Chapters 8 ("Arguing") and 9 ("Analyzing") and continue discussing Rizga's and Urist's essays as arguments, analyzing how they constructed their essays and assessing the essays' effectiveness.
Fri. 4/15	<b>Good Friday: NO CLASSES</b>  <b>HOMEWORK: Draft Essay #1. Read Pember and Wong (Canvas)</b>
<b><u>Week 4</u></b>	<b><u>Analyzing and Arguing, Continued</u></b>
Mon. 4/18	<b>Easter Monday: NO MORNING CLASSES</b>
Wed. 4/20	-In class, we'll discuss Wong's "The Subtle Evolution of Native American Education" and Pember's "Death by Civilization." We'll also spend some class time on your essay drafts.
Fri. 4/22	<b>Essay #1 draft workshop.</b> -Everyone should arrive to class with a draft of the first essay and be prepared to share that draft in workshop groups.  <b>HOMEWORK: Revise Essay #1 and write your Peer Workshop Letter.</b>
<b><u>Week 5</u></b>	<b><u>Evaluating Scholarly Writing</u></b>
Mon. 4/25	<b>DUE: Peer Workshop Letter</b> <b>DUE: Essay #1 Instructor Draft</b>  -In class, we'll watch Kandice Sumner's <i>TED</i> Talk and discuss it.  <b>HOMEWORK: Read Sommers, Gross-Loh, Lahey, and Holzman (Canvas).</b>

Wed. 4/27	<p>-In class, we'll discuss Sommers's "How to Make School Better for Boys," Gross-Loh's "The Never-Ending Controversy Over All-Girls Education," Lahey's "Stop Penalizing Boys [...]," and Holzman's "Moving Beyond the Gender Binary in Education."</p> <p><b>HOMEWORK: Read Ewert, Thompson, and Carey (Canvas).</b></p>
Fri. 4/29	<p>-In class, we'll discuss Ewert's "Fewer Diplomas for Men: The Influence of College Experiences on the Gender Gap in College Graduation," Thompson's "Colleges Have a Guy Problem," and Carey's "Men Fall Behind in College Enrollment."</p> <p><b>HOMEWORK: Write Response #3. Read Barry, Nezhukumatathil, and Steinbach (Canvas).</b></p>
<b><u>Week 6</u></b>	<b><u>Making It Personal: Writing and Reading for Opinion and Fact</u></b>
Mon. 5/2	<p><b>DUE: Response #3</b></p> <p>-In class, we'll discuss <i>Let's Talk</i>, Chapter 6 ("Recognizing Fact, Misinformation &amp; Lies") and Chapter 11 ("Narrating"), Barry's "The Sanctuary of School," Nezhukumatathil's "Peacock," and Steinbach's "The Miss Dennis School of Writing."</p>
Wed. 5/4	<p>-In class we'll consider the narrative essay, how it's structured, how it may (subtly) include an argument but focuses on the personal experience, and how it uses authorial voice.</p>
Fri. 5/6	<p>-In class, we'll write Response #4.</p> <p><b>HOMEWORK: Listen to NWP, episodes 4 and 5 (Canvas).</b></p>
<b><u>Week 7</u></b>	<b><u>Making It Personal: Writing and Reading for Opinion and Fact, Continued</u></b>
Mon. 5/9	<p>-In class, we'll discuss NWP, episodes 4 and 5, and consider the whole series.</p> <p><b>HOMEWORK: Read Flannagan, Anderson, Justice &amp; Macleod, and Kaleem (Canvas).</b></p>
Wed. 5/11	<p>-In class, we'll discuss opinion pieces vs. informational essays, including Flannagan's "Private Schools are Indefensible," Anderson's "The Radical Self-Reliance of Black Homeschooling," Justice and Macleod's "Charter</p>

Fri. 5/13	<p>Schools Blur Line Between Religious, Public Education,” and Kaleem’s “Homeschooling Without God.”</p> <p>-In class, we’ll watch Ken Robinson’s TED Talk and discuss it.</p> <p><b>HOMEWORK: Read Furfaro &amp; Takahama and Herman; listen to TAL (Canvas).</b></p>
<b><u>Week 8</u></b>	<p><i><u>Making It Personal: Writing and Reading for Opinion and Fact, Continued</u></i></p>
Mon. 5/16	-In class, we’ll discuss Furfaro & Takahama’s “We had a year to experiment with online learning... What did we learn?,” Herman’s “Online Learning Is Not the Future of Higher Education,” and the TAL podcast episode.
Wed. 5/18	-In class, we’ll watch Sal Khan’s TED Talk and discuss it, as well as developing ideas for the second essay. We will also discuss using library databases to research, and we’ll compile a shared works cited page.
Fri. 5/20	<p>-In class, we’ll write Response #5.</p> <p><b>HOMEWORK: Draft Essay #2</b></p>
<b><u>Week 9</u></b>	
Mon. 5/23	-This will be a work day for drafting your essay, discussing your process, and getting feedback in class.
Wed. 5/25	<p><b>Essay # 2 draft workshop.</b></p> <p>-Everyone in class should arrive with a draft of the first essay and be prepared to share that draft in workshop groups.</p>
Fri. 5/27	<p><b>DUE: Peer Workshop Letter</b></p> <p><b>DUE: Essay # 2 Instructor Draft</b></p> <p>-In class, we’ll work on revisions of responses for your portfolio.</p>
<b><u>Week 10</u></b>	<p><i><u>Putting It All Together/Wrapping It All Up</u></i></p>
Mon. 5/30	<b>Memorial Day: NO CLASSES</b>
Wed. 6/1	-In class, we’ll discuss final portfolios and begin drafts of your letter of personal reflection and assessment in the form of Response #6.

Fri. 6/3	- This will be a work day. We'll consider revisions, your portfolio assembly, and the final details of this course.
<b><u>Week 11</u></b>	
Mon. 6/6	<b>Reading Day: NO CLASSES</b> <b>Instructor "office hours" (library) 10:00 a.m. - 12:00 p.m.</b>
Wed. 6/8	<b>DUE: Final Portfolios are due by midnight (digital submission).</b>

### **Calendar of Deadlines**

**4/1: Response #1 (in class)**  
**4/11: Response #2**  
**4/22: Essay #1 Draft Workshop**  
**4/25: Essay #1 Instructor Draft**  
**4/25: Peer Letter #1**  
**5/2: Response #3**  
**5/6: Response #4 (in class)**  
**5/20: Response #5 (in class)**  
**5/25: Essay #2 Draft Workshop**  
**5/27: Essay #2 Instructor Draft**  
**5/27: Peer Letter #2**  
**6/1: Response #6 (in class)**  
**6/8: Final Portfolio**

## **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, and 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, [www.spu.edu/banweb/](http://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 about emergency preparedness can be found on the SPU web page at [www.spu.edu/info/emergency/index.asp](http://www.spu.edu/info/emergency/index.asp) or by calling the Office of Safety & Security at 206-281-2922.

### **2021-2022 HEALTH AND SAFETY EXPECTATIONS 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.