

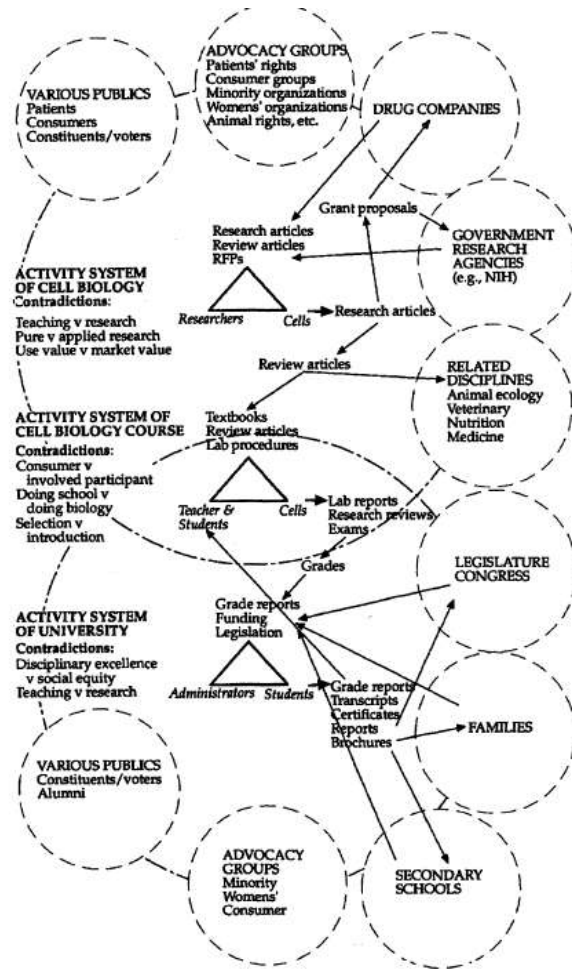
WR414 - Advanced Composition/Genres of Academic Publication
CRN: 21138

Winter 2014
 Days: M/W 10:00-11:50
 Room: Ackerman 140

Instructor: Justin Lewis
 Office: HSS 309
 Office Hours: MW, 3:00-4:00
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Course Description

WR414/Advanced Composition allows advanced undergraduate students from across numerous disciplines the opportunity to explore a variety of critical and rhetorical approaches for American academic reading and writing. The major goal of the course is for students to develop rhetorical practices for studying and producing within discipline-specific genres. These analytics and practices will provide the foundation for entering disciplinary conversations through academic research writing. Students will study and practice within a range of advanced academic genres and will investigate the formats, structures, and rhetorical actions that move disciplinary research into published, written knowledge.



Emphasis: Rhetorical Genre Studies

This class will use a body of literature and theory loosely termed "Rhetorical Genre Studies" to understand how academic genres serve particular rhetorical purposes, enact social intentions, and perform particular social actions within disciplinary discourse communities. Work in Rhetorical Genre Studies argues that genres dynamically embody a community's ways of knowing, being and acting in the world. This means that academic genres, like any other genres, meet the social expectations/demands of a particular discourse community; namely, in your class, the disciplinary discourse communities involved in academic publication. While Rhetorical Genre Studies is also heavily invested in mapping out the professional and artistic discourse communities that structure the production of other forms of genres, we simply can't account for all of those different communities in this class. As such, our task will be to bring the body of research on Rhetorical Genre Studies into conversation with academic publication, all the while being mindful of the ways we can revise our own research into texts that fulfill the situational, social, and rhetorical demands that structure genres in our respective fields.

Course Goals

Students will:

- practice rhetorical reading and writing in ways that raise awareness about the communicative acts and written genres required of undergraduate students, graduate students and research professionals in North America;
- investigate and reflect on the role of audience, purpose, organization schema, style, and presentation existing within North American disciplinary-specific contexts;
- investigate and engage sustained conversations about the methods and methodology involved in academic publication;
- complete a quarter-long sustained research writing assignment that responds to a real and timely project in their undergraduate or professional career and complete at least two genre analysis writing assignments, all of which demonstrate students' critical understanding of specific rhetorical situations;
- collaborate in a variety of contexts, including workshops, one-on-one consulting, ethnographic research (possibly including participant-observations and interviews), peer review, text-based interactions, and online collaborative contexts for improving their range of rhetorical prowess and networking through ongoing, individualized and collaborative mentorship; and
- map the contours of academic or professional publishing as a means to submit a written or audiovisual production for publication at the end of the quarter.

Work of the Course

General Course Trajectory

Unit One (3 weeks)

Focus: Rhetorical Genre Studies

Assignment: Discourse Community Rhetorical Analysis

Unit Two (3 weeks)

Focus: The Academic Research Article / Methods & Methodologies

Assignment: Rhetorical Genre Analysis with Special Emphasis on Methods/Methodologies of Research Article from Field

Unit Three (4 weeks)

Focus: Making Knowledge, Writing Research

Assignment: Revising Your Work: RGS as Analytic for Publication

Course Grading

Discourse Community Rhetorical Analysis	25%
Rhetorical Genre Analysis w/Special Emphasis on Methods/Methodologies of Research	25%
Revising Your Work: RGS as Analytic for Publication	30%
Ongoing Grade: This portion of your grade is drawn from the weekly reading facilitations and your active and engaged presence in the course.	20%

Course Texts and Materials

***A style guide related to the discipline where you hope to publish (e.g., MLA for English, APA for Psychology, Chicago for History, CBE for Biology, IEEE for Engineering, AMS for Math, APS for Political Science, etc.).

***Access to journal articles from the field where you hope to publish (gathered from the library databases).

***A previous piece of academic writing from your "home" discipline that you'd like to move toward publication. This piece can be strictly alphabetic, audio-visual, etc.; however, it must already exist and it must be a piece that you will submit by the end of the quarter.

Artemeva, Natasha and Aviva Freedman. [*Rhetorical Genre Studies and Beyond*](#). Winnipeg: Inkshed Publications, 2008. Print.

Bakhtin, M.M. "The Problem of Speech Genres" from *Speech Genres and Other Late Essays*. Austin: University of Texas Press. 1986. (Moodle)

Bawarshi, Anis and Mary Jo Reiff. [*Genre: An Introduction to History, Theory, Research, and Pedagogy*](#). West Lafayette: Parlor Press, 2010. Print.

Bazerman, Charles. "Speech Acts, Genres, and Activity Systems: How Texts Organize Activity and People" in *What Writing Does and How It Does It: An Introduction to Analyzing Texts and Textual Practices*. Ed. Charles Bazerman. Mahwah: Lawrence Erlbaum. 2004. (Moodle)

Bazerman, Charles. "Systems of Genres and the Enactment of Social Intentions." *Genre and the New Rhetoric*. Eds. Freedman, A. and P. Medway. London: Taylor & Francis, 1994. 79-101. Print. (Moodle)

Bazerman, Charles, Adair Bonini, and Debora Figueiredo. [*Genre in a Changing World*](#). West Lafayette: Parlor Press, 2009.

Miller, C. "[Genre as Social Action](#)." *Quarterly Journal of Speech* 70 (1984): 151-67. Print.

Yates, J., and W. Orlikowski. "Genres of Organizational Communication: A Structural Approach to Studying Communication and Media." *Academy of Management Review* 17.2 (1994): 299-326. Print. (Moodle)

***Multiple other readings determined by instructor and posted on Moodle. You should not need to purchase any texts for this course.

WOU Email

To enhance student services, the University will use your WOU email address for communications. I will do so also. Please check your WOU email on a regular basis. If you have problems accessing your email account, contact the Technology Resource Center (ITC204) or on: x8695.

Computer Use

You are welcome to and encouraged to bring your laptops to class if they're being used for course purposes such as note taking, peer review, etc.. If you need access to the files on your laptops, consider using a cloud-based service to backup and access your documents.

We will also be using email and Twitter for contact outside class. Use email or Twitter to contact me about your coursework, to set up an appointment to meet with me outside class, or to ask a question. Obviously, Twitter is a public platform, so send me a PM or email if you don't want the rest of class to know about our conversation. Our class Twitter hashtag is: #wr414w14 .

While computers save us great amounts of time over typewriters and make corrections much simpler, they are also susceptible to crashing and freezing. Save your work frequently, always make backup copies, and plan your projects with extra time allowed for those inevitable glitches.

Where to Find Help: The Writing Center

Experienced writing consultants at the WOU Writing Center (APSC 301) can teach you how to succeed on individual assignments and ultimately help you become a better writer. They're prepared to work one-on-one with you on your writing at any time during your education at WOU. Whether you need help better understanding an assignment, brainstorming ideas, revising drafts, or developing editing strategies, face-to-face and online appointments are available throughout the quarter and can be reserved in advance. For more information on hours, locations, and services, please visit: <http://www.wou.edu/las/humanities/writingctr/index.php> . This is a *free* resource to all students and I highly recommend it for every assignment you work on in this class.

Private is Public Statement

Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a community of writers. Remember that you will often be expected to share your scrutiny or what you feel strongly about with others. Unless otherwise noted, all of your work in this class can, and often will, be discussed in class in front of your peers. Please refrain from writing anything you do not wish to become public knowledge in your essays or any other public assignments.

Contacting Me

If you are unable to meet with me during office hours, please see me before or after class or send me an email so that we can arrange an appointment. I expect you to accept a responsible role as a communicator in this class and to keep me informed about your work, your progress, your questions, and your problems. Please do not hesitate to meet with me to talk about your work several times during the quarter, preferably **BEFORE** your grade is the central concern. My office phone is 838-8325; additionally, my email address is lewisj@wou.edu I will try to respond to your emails in a timely fashion. During the week (Monday-Friday) I will do my very best to respond within 24 hours of your initial email. On the weekends, I will respond within 48 hours.

I can be reached on Twitter for informal questions about class. My user handle is: @justalewis . I'd love for Twitter to become a backchannel for course communication where all of the students in the course can quickly and easily ask questions and receive answers. To that end, we'll be using a course hashtag (#wr414w14) to collate all course communications. I'll go over how to use Twitter and the hashtag

during our course meeting. Bonus points will be provided to students who actively use Twitter to answer each other's questions about the course.

Disability Statement

If you have a documented disability that requires academic accommodations at Western Oregon University, you are encouraged to contact both your instructor and the Office of Disability Services (ODS), APSC 405, or at [503-838-8250](tel:503-838-8250), as early as possible in the term to discuss your disability-related needs. Use of ODS services, including testing accommodations, requires prior authorization by ODS and compliance with approved procedures. Students needing medical or mental health care can access the Student Health and Counseling Center by calling [503-838-8313](tel:503-838-8313), emailing at health@wou.edu, or by walking in to schedule an appointment.

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance when possible, to the instructor.

Academic Honesty

The University requires that all students behave in a manner congruent with established community standards and in a manner conducive to the development of the individual. Actions detrimental to the mission of the University and the legitimate activities of the academic community are in violation of the Code of Student Responsibility and may be subject to judicial procedures. In a nutshell, the following list from the Code of Student Responsibility (Section 574-031-0030: Specific Standards and Policies) describes prohibited forms of academic dishonesty, which includes but is not limited to the following categories: a) Cheating, b) Fabrication, c) Facilitating dishonesty, d) Plagiarism, and e) Use of electronic devices. If you need clarification about the details of these behaviors—and the sanctions involved—you can view the Code at this site: www.wou.edu/student/judicial/the_code_of_student_responsibility.pdf. Remember that ignorance is not equal to innocence in the face of prosecution.