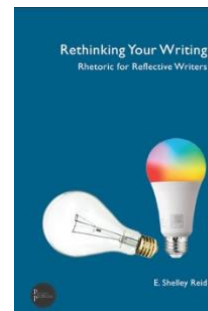# RETHINKING YOUR WRITING, Sample Syllabus 1
First-year writing syllabus: Sequenced purposes/genres course, Moderate intensity reflection

- *Sequenced Purposes*: Students compose and revise separate projects demonstrating skills across purposes/genres.
- *Moderate-intensity reflection*: Students practice reflection throughout the course, integrated with and supporting other projects.

Core assignments and traditional-style grading plan (can be converted to portfolio, contract, or labor-based grading as needed)

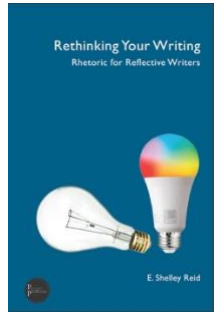| Projects and brief descriptions	Weight
Literacy Narrative: Explain how you came to be a reader and/or a writer, and connect that experience to your reading or writing practice today. You might focus on a single event as you were learning to read or write: a class, a text, a project you completed. Or you might focus on a sequence of events or influences that help you show what was particularly easy, challenging, or decisive for you as a reader and/or writer. You can focus on reading and writing generally, or on a specific type of literacy: how you became literate in a particular language, in a particular genre of reading/writing, or about a specific field. (See Chapter 15, Writing-about-writing project, for more details.)	10%
Source Synthesis: Choose an issue that interests you and that you suspect is more complicated than a short article online or quick video can represent, and analyze information from 3-4 sources to help you identify those complications. Your goal is not to argue who is right or wrong, but to show your peers—and other people wondering about this issue—that there's a lot more going on than they will find from reading just one short source.	20%
Researched Argument: Choose an issue, or expand on your previous project, to write an essay recommending a *first major step* (or perhaps the first *two* steps) that someone or some organization should take to improve the situation. Support your argument with credible sources. If you chose a large global problem such as HIV or religious freedom, try to narrow your focus to a specific location or challenge; if you chose an individual problem such as quitting smoking or preparing for an ultramarathon, be sure to address the scholarly research as well as individual complexities. (See Chapter 17, Inquiry-based writing project, for details.)	20%
New Genre Revision: Imagine you actually had to convince real people you know to increase their awareness about or even take some action regarding (some of) the issues addressed in your Argument Project: Identify an *exact* audience you would want to reach out to, and select a genre/modality (anything *except* a text-only academic essay) that you could best use to reach and convince them. Compose and present your new text (15%), along with a reflective Author's Statement (5%) about the changes you made.	15+5%
Supporting Work	
Reflection and peer review: On average, 2-3 assignments, completion-graded, per project.	15%
In-class participation, Exercises: On average, 3-4 exercises, completion-graded, per project.	15%

Week	Learning Focus	**RYW:** Major chapter/*Minor section* **Supplements**: Instructor selected readings	**Supporting Work:** *In class or due this week*	**Project Work Due This Week**
1	(Re)Telling your writing story	• Chapter 1: Reframing your story • *Chapter 2.2: Habits of mind and action* • Assigned Reading, Instructor's Choice	• Exercise 24.11: Two-column reading log	• Narrative: In class, three literacy scenarios
2	Organizing information; generating details	• Chapter 15: Developing projects that explain • *Chapter 14.2: Description* • *Chapter 7.4: Closed & open paragraphs* • Assigned Reading, Instructor's Choice	• Exercise 29.1: Attitude inventory • Exercise 27.9: Seven generations (choose 1 option)	• Narrative Draft Due for Review
3	Writing for and with others; becoming a reflective writer; preparing for inquiry	• Chapter 9: Reviewing a written draft • *Chapter 4.3: DEAL and Delve* • *Chapter 19.1: Inquiry is recursive* • *Chapter 19.2: Develop a question*	• Peer review(s) • *Reflection*: Chapter 4, Explore 4.6 for narrative revision & transfer notes	• **Narrative Project Due**
4	Reading like a writer; analytical frames and lenses	• Chapter 17: Developing projects that analyze • *Chapter 14.4: Summary* • *Chapter 6.3: Active & critical reading* • Assigned Reading(s), Instructor's Choice	• Exercise 24.10: 10 ways to choose a topic (complete 3) • Chapter 6: Pre- and post-reading log	• Synthesis Article Summaries
5	Using quotations as evidence; structuring and supporting synthesis	• *Chapter 14.8: Synthesis* • *Chapter 7.5: Building cohesion* • *Chapter 22.2: Integrate sources*	• Exercise 26.8: Source synthesis grid • *Reflection*: Chapter 4, Explore 4.5 for problem-solving in synthesis • Peer review(s)	• Synthesis Draft
6	Building cohesion and "flow"; revising from feedback	• *Chapter 7.6: Intros & Conclusions* • *Chapter 10.3: Complete significant revisions*	• *Reflection*: Chapter 4, Explore 4.6 for synthesis revision & transfer notes	• **Synthesis Project Due**
7	Identifying a focus of inquiry	• Chapter 3: Responding to readers' needs • *Chapter 5.1: Analyzing an assignment* • Assigned Reading, Instructor's Choice	• *Reflection*: Chapter 4, Explore 4.4 for argument prediction • Exercise 25.2: Date my topic • Exercise 25.8: Rate my sources	

8	Developing a claim; locating credible sources; addressing research bias	• *Chapter 20.1 & 20.2: Finding, evaluating, and working with information* • *Chapter 19.3: Include diverse perspectives* • *Chapter 7.2: Initial Thesis* • Assigned Reading, Instructor's Choice	• Exercise 23.6: Elevator speech	• Argument Sketch: Claims & initial source list
9	Argument as conversation; structuring an argument	• Chapter 17: Developing projects that argue • *Chapter 22.4 & 22.5: Citing sources* • *Chapter 5.4: Make a writing plan*	• Exercise 27.11: Six structures (pick one) • Exercise 26.3: Counterargument generator	
10	Re-researching and rethinking to meet readers' needs	• *Chapter 21.1: Address conflicts & doubts* • *Chapter 18.1: Finding feasible change*	• Peer review(s) • ***Reflection***: Chapter 4, Explore 4.5 and 4.6 for solving problems and revising for argument	• Argument Draft
11	Editing for conventions; learning as a writer	• *Chapter 11.3: Edit to meet conventions*	• Exercise 28.12: Ten directed revisions (choose 4) • Exercise 28.7: Four Final Proofs	• **Argument Project Due**
12	Choosing and adapting for new genres	• Chapter 13: Applying and adapting genres • Assigned Reading, Instructor's Choice	• Exercise 23.10: Genre triple log • ***Reflection***: Chapter 4, Explore 4.4 for genre prediction with threshold concepts & flashback to Narrative	
13	Editing 2: Style, design, and impact	• Chapter 8: Designing across modalities • *Chapter 14.10: Reflection* • *Chapter 11.4: Edit for style*	• Exercise 23.9: Genre Switch	• Genre Draft
14		• *Chapter 4.2: Build a reflective writing process*	• Peer review(s) • ***Reflection***: Chapter 4, Explore 4.6 for genre overview	• **Genre Revision Project** & Reflective Author Statement Due

RETHINKING YOUR WRITING, Sample Syllabus 2
First-year writing syllabus: Sequenced purposes/genres course, High intensity reflection

- *Sequenced Purposes*: Students compose and revise separate projects demonstrating skills across purposes/genres.
- *High-intensity reflection*: Students practice reflection throughout the course, building to a final Theory of Writing, as a major assignment.

Core assignments and traditional-style grading plan (can be converted to portfolio, contract, or labor-based grading as needed)

Projects and brief descriptions	Weight
Guidebook Article: Drawing on your own and/or other students' experiences, describe a place on or near campus that you would define as a "comfortable" space. Provide enough details that your readers—other students or prospective students—can "see what you mean" even if their idea of "comfortable" doesn't match yours. (See Chapter 15, Experience-based writing project, for more details.)	10%
Rhetorical Analysis: Choose one of the approved texts (or propose one of your own) and write an essay to your writing-class peers in which you analyze that writer's strategies. You'll use the perspective of an advanced writer who can see how another writer succeeds and/or stumbles as they adapt to their rhetorical context (by making their goal clear, connecting with the audience, and providing credible evidence), solve knowledge problems (such providing enough depth and addressing possible erroneous assumptions), and address process or disposition challenges (how does the organization or design help readers stay engaged?). (See Chapter 16, Writing-about-writing project, for details.)	15%
Researched Argument: Pick a difficult challenge that is important to you personally or professionally, review what kinds of actions experts recommend, and write an essay arguing about what the *first major step* in solving that problem (or perhaps the first *two* steps, but no more) should be. Support your argument with credible sources. If you choose a large global problem such as HIV or religious freedom, try to narrow your focus to a specific location or challenge; if you choose an individual problem such as quitting smoking or preparing for an ultramarathon, be sure to address the scholarly research as well as individual complexities. (See Chapter 17, Inquiry-based writing project, for details.)	20%
Genre Conversion Proposal: Imagine you actually had to convince real people you know to increase their awareness about or even take some action regarding the issues addressed in your Argument Project: Who *exactly* would you reach out to, what genre (anything *except* an academic essay) would you use and why, and what key changes would you need to make to the structure, content, media, and style of your Argument essay to connect with those readers in that genre? Write a brief but formal proposal to your instructor demonstrating your preparedness to complete such a project.	5%
Theory of Writing Portfolio: Collect your Predictions and Revision/Transfer Plans for your Article, Analysis, and Argument projects, as well as 2-3 Exercises of your choice, and use them to help you draft and revise a Theory of Writing, in a genre suitable for your chosen audience (e.g., letter to an entering student or your past self; instruction manual for your future self; essay or blog to share with other students in your major). (See Chapter 12, Develop your writing theory, for details.)	25%

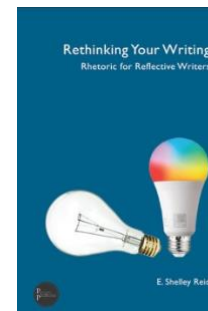| Supporting Work	
In-class participation, Exercises, and Peer Review: On average, 3-4 exercises and 1-2 reviews per project, completion-graded.	25%

Week	Learning Focus	**RYW:** Major chapter/*Minor section* **Supplements**: Instructor selected readings	Supporting Work: *In class or due this week*	Project Work Due This Week
1	(Re)Telling your writing story; understanding threshold concepts for writers	• Chapter 1: Reframing your story • Assigned Reading, Instructor's Choice	• Exercise 24.11: Two-column reading log	• *Writing Theory*: In-class self-assessment (Explore 1.1 & 1.3)
2	Describing with purpose; exploring dispositions	• Chapter 2: Adopting productive writers' habits • Chapter 15: Developing projects that explain • Assigned Reading, Instructor's Choice	• Exercise 27.9: Seven generations (choose 1 option) • Exercise 26.2: Believing / Doubting "Comfortable"	• *Writing Theory*: Chapter 4, Explore 4.4 for article prediction
3	Organizing information; building peer review skills	• *Chapter 14.2: Description* • *Chapter 7.4: Closed & open paragraphs* • Chapter 9: Reviewing a written draft	• Exercise 23.3: Audience profile	• Article Draft due for Review
4	Writing for and with others; becoming a reflective writer	• Chapter 3: Responding to readers' needs • Chapter 4: Reflecting throughout the writing process • Assigned Reading, Instructor's Choice	• Peer review(s)	• *Writing Theory*: Chapter 4, Explore 4.6 for article revision & transfer • **Article Project Due**
5	Reading like a writer; analytical frames and lenses	• Chapter 17: Developing projects that analyze • *Chapter 6.3: Active & critical reading* • Assigned Reading, Instructor's Choice	• Chapter 6: Pre- and post-reading log	• *Writing Theory*: Chapter 4, Explore 4.4 for analysis prediction
6	Using quotations as evidence; getting "unstuck" as a writer	• *Chapter 14.7: Evaluative argumentation* • *Chapter 11.1: Good sentences are rhetorical* • *Chapter 22.2: Integrate sources*	• Exercise 26.5: Gray-area finder • Peer review(s)	• *Writing Theory*: Chapter 4, Explore 4.5 for problem-solving in analysis • Analysis Draft due for Review
7	Building cohesion and "flow"; revising from feedback	• *Chapter 7.5: Building cohesion* • *Chapter 7.6: Intros & Conclusions* • *Chapter 10.3: Complete significant revisions*	• Exercise 23.6: Elevator speech	• *Writing Theory*: Chapter 4, Explore 4.6 for analysis revision & transfer • **Analysis Project Due**

8	Identifying a focus of inquiry; locating credible sources	• *Chapter 19.1: Inquiry is recursive* • *Chapter 19.2: Develop a question* • *Chapter 20.1 & 20.2: Finding, evaluating, and working with information* • *Chapter 19.3: Include diverse perspectives* • Assigned Reading, Instructor's Choice	• Exercise 25.2: Date my topic • Exercise 25.8: Rate my sources • Chapter 6: Annotate a reading	• ***Writing Theory***: Chapter 4, Explore 4.4 for argument prediction
9	Argument as conversation; matching claims and evidence	• Chapter 17: Developing projects that argue • Assigned Reading, Instructor's Choice • *Chapter 22.2: Quote, paraphrase, summary* • *Chapter 22.5: Plagiarism & Patchwriting*	• Exercise 26.7: Reason appallingly • Exercise 26.3: Counterargument generator	• Argument Sketch: Claims & source list
10	Revising 1: Re-researching and rethinking to meet readers' needs	• *Chapter 21.1: Address conflicts & doubts* • *Chapter 18.1: Finding feasible change* • *Chapter 22.4 & 22.5: Citing sources*	• Exercise: Student Choice, based on argument prediction • Peer Review(s)	• Argument Draft
11	Revising 2: Strategies for editing	• *Chapter 11.3: Edit to meet conventions* • *Chapter 11.4: Edit for style*	• Exercise 28.12: Ten Directed Revisions (choose 4) • Exercise 28.7: Four Final Proofs	• ***Writing Theory***: Chapter 4, Explore 4.6 for argument revision & transfer • **Argument Project Due**
12	Revising 3: Changing genres	• *Chapter 13.4: Planning writing with genres* • *Chapter 8.3: Design for diverse users and uses*	• Exercise 23.9: Genre Switch	• **Genre Proposal Due**
13	Telling your writing story	• Chapter 12: Creating your writing theory	• Exercise 28.9: Letter to Kermit *or* Exercise 29.9: Write the Problem • Chapter 12.1: Analyze one writing task	• Writing Theory Draft
14	Sharing our writing stories	• *Chapter 9.4: Reviewing your own draft*	• Peer Reviews	• **Writing Theory Project Due**

RETHINKING YOUR WRITING, Sample Syllabus 3
Research-focused Course, Moderate Intensity Reflection

- **Research**: Students write in steps toward a single research project, related to a personal interest, course theme, site-based project, or academic discipline.
- **Moderate-intensity reflection:** Students practice reflection as a support their inquiry and project composition work.

Core assignments and traditional-style grading plan (can be converted to portfolio, contract, or labor-based grading as needed)

Projects and brief descriptions	Weight
Investigate an experience: Choose one of the assigned readings (or choose an aspect of the course theme or site) that interests you, and write to explore a very specific, related experience from your own (or a close friend or family member's) life. Provide enough detail that your classroom peers can understand exactly what happened, what the most important causes or consequences of that experience were, and how that experience reinforces, expands, or contradicts what the author (or another expert, or the five peers you surveyed) believe(s) about this issue/theme.	10%
Map three views: Choose a question, tense situation, or conflict related to your area of investigation, and identify three different perspectives about the causes, answers, or solutions. (Most real conflicts have more than "two sides," after all.) Your summary of each perspective/stakeholder must be evidence-based: at least one perspective must be represented by an extended expert analysis, while one perspective may be represented by an interview or survey you conduct. Conclude with a brief analysis of your own: what are one or two areas where two or more perspectives have "common ground" they can agree on, and what do you see as the most significant area(s) of disagreement? (See Chapter 16, Inquiry-based writing project, for a similar approach.)	15%
Map the published conversation: *To evaluate individual sources,* provide a summary for each of 6 credible, relevant sources that can support your investigation, and evaluate each using the A-RISC structure. *To evaluate the collection*, add three paragraphs: one to analyze how 2-3 key issues are represented in two or more sources; one to evaluate the strengths of your collection (your most and least credible sources, your most and least relevant sources), and one to identify at least two more kinds of information you still want to locate.	15%
Argue for a best decision, action, or approach: Write an argument that recommends a decision, action, or approach that will benefit several stakeholders for whom your topic is relevant. Remember that your claim should be debatable: if most everyone agrees with this approach already—or everyone agrees it's not feasible—your writing won't add much to the conversation. Support your argument with credible sources. You may write directly to a person making this choice, or to an organization or agency that supports changes. Be sure to read widely enough to understand several options for improving the situation and why people disagree about them, so that you can address the front story and backstory elements and any counterarguments. ***Present an overview of your project to your peers*** using a live oral presentation, poster, 3-minute video, or equivalent public genre. (See Chapter 18, Inquiry-based writing project, for a similar approach.)	25%+5%
Supporting Work	

Reflection and peer review: On average, 2-3 assignments, completion-graded, per project.				15%
In-class participation, Exercises: On average, 3-5 exercises (homework or in-class), completion-graded, per project.				15%

Week	Learning Focus	**RYW:** Major chapter/*Minor section* **Supplements**: Instructor selected readings	Supporting Work: *In class or due this week*	Project Work Due This Week
1	(Re)Telling your writing story	• Chapter 1: Reframing your story • *Chapter 2.2*: Habits of mind and action • Assigned Reading, Instructor's Choice	• Exercise 24.11: Two-column reading log	
2	Organizing information; generating details	• Chapter 15: Developing projects that explain • *Chapter 6.3*: Active & critical reading • Assigned Readings, Instructor's Choice	• Exercise 24.10: 10 ways to choose a topic (complete 3) • Exercise 27.9: Seven generations (choose 1 option)	• Experience zero-draft for in-class work: Three, 3-sentence scenarios
3	Writing for and with others; becoming a reflective writer	• Chapter 3: Responding to readers' needs • Chapter 9: Reviewing a written draft • *Chapter 7.4*: Closed & open paragraphs • *Chapter 4.3*: DEAL and Delve	• Peer review(s) • *Reflection*: Chapter 4, Explore 4.6 for experience-draft revision & transfer notes	• Experience Draft Due
4	Reading like a writer; analytical frames and lenses	• Chapter 5: Planning a writing project • *Chapter 17.1*: Developing projects that argue • *Chapter 19.1*: Inquiry is recursive • *Chapter 19.2*: Develop a question • Assigned Reading, Instructor's Choice	• Exercise 23.4: Audience/stakeholder mapping • *Reflection*: Chapter 4, Explore 4.4 for Three Views prediction	• **Experience Project Due**
5	Locating initial sources; using quotations as evidence	• *Chapter 4.1 and 4.2*: Flexible reflection • *Chapter 19.3*: Survey initial sources • *Chapter 19.3*: Include diverse perspectives • Assigned Reading, Instructor's Choice	• Chapter 6: Pre- and post-reading log Exercise: Two sources	• Three views: Three-source list
6	Building cohesion and "flow"; getting "unstuck"; revising from feedback	• *Chapter 10.3*: Complete significant revisions • *Chapter 7.5*: Building cohesion • *Chapter 7.6*: Intros & conclusions • Assigned Reading, Instructor's Choice	• *Reflection*: Chapter 4, Explore 4.5 for problem-solving in Three Views • Peer review(s)	• Three views draft

7	Focusing inquiry and locating credible sources	• *Chapter 5.2*: Choose your focus • *Chapter 20.1 & 20.2*: Finding, evaluating, and working with information • *Chapter 22.2*: Integrate sources	• Exercise 25.5: Keyword bingo *or* Exercise 25.4 Evidence shopping list • Exercise 25.8: Rate my sources	• **Three Views Project Due**
8	Developing a claim; locating credible sources	• *Chapter 20.3*: Map your data • *Chapter 14.4*: Summary • *Chapter 14.8*: Synthesis	• Exercise 26.8: Source synthesis grid • Brief peer review/gallery walk of mini-drafts	• Conversation mini-draft: 2 sources summary + evaluation
9	Argument as conversation; exploring perspectives in an argument	• *Chapter 7.2*:Revise your thesis • *Chapter 7.4*: Plan your organization	• Exercise 27.12: Subtopic generator ***Reflection***: Chapter 4, Explore 4.4 for Argument prediction	• **Conversation Project Due**
10	Argument as persuasion; structuring an argument	• *Chapter 14.7*: Evaluative, causal, and policy arguments • *Chapter 18.1*: Finding feasible change	• Exercise 27.11: Six structures (pick one) • Exercise 26.3: Counterargument generator *or* Exercise 26.1 Assumption inspection	• Argument zero-draft: Intro+ paragraph + structure sketch
11	Revising and re-researching; editing for conventions	• *Chapter 21.1*: *Address conflicts & doubts* • *Chapter 21.2*: Create new knowledge • *Chapter 11.3*: Edit to meet conventions	• Exercise 28.12: Ten directed revisions (choose 4) • Peer review(s)	• Argument draft
12	Choosing and adapting for new genres	• Chapter 13: Applying and adapting genres • Chapter 8: Designing across modalities	• Exercise 23.9: Genre Switch • Exercise 28.3: Boil Down	
13	Editing for style and impact	• *Chapter 11.4*: Edit for style	• Exercise 23.9: Genre Switch • Exercise 28.7: Four Final Proofs	• **Presentation Due**
14	Learning as a writer	• *Chapter 4.2*: Build a reflective writing process	• ***Reflection***: Chapter 4, Explore 4.6 for final reflection	• **Argument Project Due**