

**WRI 1100 – Reclaiming Conversation
Winter 2019**

Bertona 2  9:30–10:50 MWF

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(NOTE: For all e-mail correspondence, please make the subject line look like this:

[COURSE NAME]: Subject of Message.

If you send an email to me, treat it as a professional means of communication. This means it should include a salutation, correct punctuation, and a proper closing. **In addition – if you send a message *without* a subject line, it goes directly to trash).**

Other Twitter: @achterman

Office Hours (Spring) Please make an appointment using Calendly – the link is: <http://calendly.com/achterman>

Office hours can be used as a time to address problems, clarify ideas, request additional readings or materials, and review work in progress. If you are stuck, don't stay that way. Come see me.

FIRST STEPS

All students are asked to take a [Syllabus Quiz](#) and the [Digital Media Survey](#) at the beginning of the quarter (the due date and link will be on Canvas). This assures me that you have read the syllabus and understand the expectations of this course. There is one question on the quiz related to the links below. I suggest you read and listen to at least two of these. If you take this to heart it will make a difference in your final grades in all courses at SPU!

Please read [Student Email Guidelines](#) (you'll laugh- really).

Links for some questions on syllabus:

- [Multitaskers bad at Multitasking](#) (BBC article)
- [The Myth of Multitasking](#) (NPR – listen)
- [Multitasking Test](#) (Nat Geo – watch)
- [Multitasking and Learning](#) (Slate article)

If you are a freshman or at SPU for your first term, please read this piece too: [High School/College differences](#) AND this: [Getting Enough Sleep](#)

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. In the *Department of Communication and Journalism* we are seeking understanding, ethical frameworks, and skills to manage conduct as communicators in mediated and unmediated forms.

COURSE DESCRIPTION (from catalog)

This section of WRI 1100, how our “always on” technological life is both valued and criticized. The course continues the academic inquiry and writing skills of WRI 1000 by incorporating the elements and standards of college-level research and writing within a disciplinary context. Students use writing throughout the term as a tool to investigate and communicate information and ideas and to approach and answer complex questions. Key elements include **learning to develop good research questions and lines of inquiry; writing in appropriate disciplinary genres; understanding the proper use of primary and secondary sources; evaluating, summarizing, analyzing, and synthesizing research; revising writing so as to develop and deepen ideas; and producing a culminating paper or project.**

DR. ACHTERMAN’S DESCRIPTION

Welcome to Writing 1100: Disciplinary Research and Writing Seminar. This course builds off the habits of academic inquiry and writing skills of WRI 1000 to prepare you to write college-level academic papers and to develop the research and critical reading strategies that are central to whatever discipline you major in. Toward that end, the real subject of this class is your own writing more than it is any of the subjects with which we engage ourselves.

This section uses research and critical reading strategies from the disciplines of Communication, Journalism and Film. We will focus on Sherry Terkle’s book *Reclaiming Conversation* (20, a follow-up to her book *Alone Together* (20 and I do not expect you to be a CJF major (although if you’re curious about the majors and tracks, and would like to learn more about it, I’d be happy to have that conversation!). This class uses Communication as one perspective for building habits that will be useful across disciplines. Writing is something we do (practice) as scholars and getting good at it takes work (also practice)—which means writing, refining, rethinking, and rewriting. You will have several opportunities to develop and flex your writing and revision habits throughout the quarter.

So as a start – think about the fact that we seem to have a love-hate relationship with our devices. We hear “put that phone away” from so many people in our lives and we know we’re probably too dependent on them. But it’s also the way we are connected – and that’s not so bad, right? Terkel thinks we might be losing our ability to converse without distraction, without mediation, without our precious devices. We will take on stand on whether she’s right or wrong or whether it’s a mix. We will discuss our “addictions” and do some experimenting on ourselves. And in the end you’ll have some research and findings to pull out the next time someone says, “put that phone away.”

REQUIRED RESOURCES

- [*Reclaiming Conversation*, Sherry Turkle](#)
- [*From Inquiry to Academic Writing: A Practical Guide*, Greene](#)
- [*Little Seagull Handbook*, Bullock](#)

COURSE OUTCOMES

Writing 1100 focuses on the same four Outcomes that you should be familiar with from Writing 1000 and builds on the work of that class:

- **Rhetorical Knowledge:** In WRI 1000, you focused on determining the rhetorical contexts of the texts you read and on navigating your own writing situation; in WRI 1100, we will focus on the reading strategies that are used by communication scholars in writing for the public.
- **Critical Inquiry:** In WRI 1000, you focused on asking good questions of the texts you read and pursuing complex lines of inquiry in your own arguments; in WRI 1100, we will focus on reading writing analytically, engage with others who bring different interests and questions to texts, and pursue original research in order to enter into the conversation.
- **Process:** In WRI 1000, you drafted ungraded writing throughout the quarter and, at the end of the quarter, revised selected papers to be graded as part of a final portfolio; in WRI 1100, we will do exploratory writing as we work to develop a final research project through multiple drafts.
- **Conventions:** In WRI 1000, you negotiated the conventions of grammar, structure, and citation that are appropriate for academic writing; in WRI 1100, we will focus on the conventions for style, structure, and citation that are used in the discipline of communication scholarship in order to help you produce writing that is suitable for that discipline.

ASSESSMENT

- It is a good practice to think of college as the start of your professional career (rather than “13th-16th Grade”). In the professional world, if you can’t show up on time and make your deadlines, you are unlikely to keep your job. At SPU we have a similar expectation and therefore, assignments must be completed on time in the format specified. Projects and homework for most of my courses are due at midnight of the day specified unless otherwise noted on Canvas or online.
- Reading and writing assignments are to be *completed* for class – if they are listed under that day, you should read them in preparation for discussion.
- Spelling and grammar count in your assignments and your e-mails. That said, this is a class where you are doing “writing as thinking,” so there is not as much concern during drafts. However, if you do not proofread your final paper, there will be a significant point reduction.
- If you know you will be absent when an assignment is due, arrange to complete and hand in the assignment **early**.
- You are responsible for keeping all handouts and graded assignments.
- If you have a question about any of your marks you ***must see me in person or speak with me on the phone – you may arrange that meeting via Calendly, but I will not discuss any grades via email*** (I am actually restricted from doing so by [FERPA](#)) since email is not necessarily secure).
- College-level work is said to require approximately 2 hours out of class for every hour you are *in* class. For a 5-credit course, you should be devoting an additional 10 hours of work (reading, writing, observing, meeting with a group) each week to successfully complete this course. Some weeks may be lighter or heavier than others.

Remember that attendance is highly recommended and missing too many classes can result in a grade reduction or even a failing grade. The 10-week quarter is very short – *many assignments are in-class and cannot be made up. If you are absent due to a university-approved activity, we will work out an alternative but you must have a letter from the department (athletics, music, theater, debate, etc). I will not excuse you unless I know about it prior to the event.*

GRADED ASSIGNMENTS & SCALES

	Points	Due Date
<i>All assignments are due at midnight on the due date unless otherwise noted</i>		
Bored & Brilliant (daily for first week)	100	January 13 (Sunday@midnight)
In-class writing exercises	~ 50	~ this might vary
Library exercises (2x)	50	January 16 (at end of class) & February 6 (at end of class)
Thinking pieces (5x)	125	January 23, 28; February 4, 11, 20
Prospectus: Initial Problem Statement	100	January 30 (Wednesday@midnight)
Annotated Bibliography of Argument Sources	100	February 15 (Friday@mignight)
Major Research Paper	400	March 15 (Friday@3pm)
Participation & Professionalism	80	Variety of due dates – see Canvas
TOTAL	1000	

The scale for class is as follows:

TOTAL POINTS

1000 to 940	A	768 to 735	C
939 to 906	A-	734 to 701	C-
905 to 872	B+	700 to 667	D+
871 to 837	B	666 to 633	D
836 to 803	B-	632 to 600	D
802 to 769	C+		

CRUCIAL REMINDER:

Critiques are a vital part of learning. You can learn a lot from reviewing the work of others and evaluating their strengths and weaknesses. Critiques also provide the opportunity to put concepts to words, and to help you learn how to speak intelligently and knowledgeably (a necessary skill for survival in the workplace!). We will critique published work and your work. This will provide you with fresh insights and perspectives.

SUGGESTIONS FOR SUCCESS

- Get enough sleep (again – can’t say this enough)! It is tempting to cut down on this, [but research is very clear that anything under 6-hours causes significant cognitive and memory issues](#). Good sleep also helps your immune system and you’ll avoid the bugs that race through campus every quarter.
- Attend class regularly.
- Remember I am available to help you. Ask for help immediately if you don’t understand something. Waiting to “get it later” doesn’t always work and could get you into trouble. It is one of the advantages of a smaller university, help is available and your profs are helpful.
- Back up your work. Have two backups. Memory sticks/thumb drives work, but can break. SPU provides space to you on OneDrive – use it!
- Consider saving your work under different names *literally* each time you work on a project. It just takes one click and could save you lots of time and frustration.
- Expect the unexpected.
- Try to do work for this class ahead of time. This will give you some cushion in case you have problems. BUT – sometimes it’s best to learn *about* the technique before you try it.
- **Be nice. No one likes a jerk and at some point you’ll want someone to be kind and patient with you too.**
- Sometimes things will go smoothly, other times they won’t – the important thing is to have fun and practice thinking and working with all we have been given intellectually.

ACADEMIC INTEGRITY & GENERAL CONDUCT

- By being **present and on time**, reading the assigned material, making study notes, and participating in discussions, you’ll increase your opportunities to learn the course material. Active participation is critical to learning; passive learning is quickly forgotten. As trite as it sounds, the more you devote to this course the more you will benefit from this course. Some class sessions will involve group exercises in which everyone is expected to participate. *Within the classroom (and particularly when working in groups), I expect you to behave with kindness and graciousness. “Love your neighbor as yourself” Matt. 5:39 - is a perfect starting point).*
- All **cell phones** are turned off and put out of sight during class unless we are using them for an assignment. **Usually I have a “phone booth”** – a place to leave your phone (1 point every time you do).
- **Bio breaks** – unless you have talked with me beforehand about a medical issue, you need to stay in the classroom as to not disrupt others—the class is not that long. If it is a two-hour class I will give you a break, but **stay put! This is not a coffee shop.**
- **Laptop computers or tablets** - may be used for the sole purpose of note-taking while class is in session unless there is a specific assignment or I ask you to look up a topic. **If you are in a lab with a screen, you should be engaged in the task at hand.** It is quite apparent when someone is digitally multi-tasking during class, and research is clear that such multi-tasking is detrimental to focus, learning, and memory, and distracting to others (see links above). Therefore, if you use an electronic device for a purpose other than note taking during class, e.g. for web surfing, chatting, facebooking, snapchatting, instagramming, or texting, you do so at risk of your grade. Reading newspapers and other non-course texts during class is also distracting for others – not to mention simply rude. Any student who is distracted by another student’s behavior during class should ask the other student to refrain from the distracting behavior, or report the behavior to me.
- **Email/Texting Dr. Achterman:** Please pay attention to the [email](#) guidelines. Emails without subject lines end up in spam folders (not only mine, but in many workplaces). Grades will not be discussed

via email or text (it is a violation of FERPA). Email/texts will rarely be answered after 9pm on weekdays or between Friday at 5pm and Sunday at 5pm.

Therefore it is a good idea to use the 3-prong test before you write:

1. *Did I check on Canvas/website/syllabus for the answer?*
2. *Did I review my notes?*
3. *Did I ask a classmate?*

- You must use your **SPU-ID & Email account**: All readings and assignment instructions for this course will be posted on the Canvas site or on a separate course website if indicated. Most assignments will be submitted online via Canvas. Additionally, I will post/email additional instructions or reminders via Canvas's email system. Thus – *you must keep up-to-date on your university email. We cannot use alternative emails – if you must use something else, arrange to have your SPU mail forwarded to that address. In addition: “my internet connection was down” is not an excuse for a late assignment. There are hundreds of alternatives for free broadband/Wi-Fi connections. You must get your work in on time.*
- **Class clock and disruption**: I will start class on time and end it on time. I realize that you have many demands on your time, but you signed up for this class at this time and I now expect you to schedule around it. You may think that arriving late/leaving early is simply a personal issue; that you can get in or out of class without disturbing class. This is false. It disturbs everyone. *That said – if you have a class that is far away, or a work schedule that makes you late for class – please let me know.*
- This classroom will remain a **tolerant space** where we reason through opposing arguments and encourage difficult discussions. I will not tolerate oppressive comments in the classroom that make it difficult for any student to have fair and equal access to education.
- To request **academic accommodations** due to a disability; please contact DSS (bottom of Moyer Hall). They will work with you to document this for class so I can help you with assignments and presentations. *Please note that I must have documentation to make any allowances and I must have the paperwork in hand by the end of the second week of the quarter.*
- As a student at Seattle Pacific University you have made a commitment to live in [Christian community](#). As such, **plagiarism** is a significant violation of this commitment and will be dealt with severely in this class. It is important for you to know that *plagiarism is any representation of another person's words or ideas in a manner that makes it seem as if they were your own, in oral, visual or written form.* This means that you may not copy another person's paper or post without citation. Your work should be entirely your own. If it becomes evident that you have collaborated with another student and/or plagiarized work, the matter will be immediately turned over to the Provost's office. Seattle Pacific's policy is [here](#).
- **Illness and Attendance**: If you develop a fever or cough, do not come to class until you have fully recovered. Instead, *notify me via email* of your illness as soon as you become ill. If you overdosed on M&Ms and it made you sick – well, be more disciplined about your candy intake – and if you have read this far and quietly tell Dr. Achterman that you *need* M&Ms in the first week of class in person – your wish will come true.
- **Illness and Assignments**: You are responsible for managing the deadlines for this course, including taking into account the possibility that you might fall ill at an inopportune time. Most assignments and projects are to be submitted online; this enables you to turn them in regardless of any circumstances that might prevent you from coming to class. If you are unable to complete an assignment by its due date because of illness, you must email me at least 24 hours before the due date in order to receive a deferred due date. All deferred assignments must be completed as arranged

with me prior to the deferred due date. **Any assignment not turned in by the original due date without advance notification will not be accepted for credit.** After the last day of class, any missing assignments will be reflected in grades. *Therefore, it is a good idea to review your marks during the quarter, not just at the end.* Incompletes may only be given for personal or family emergencies and must have approval of the professor and advising.

- **Problems or Complaints:** If you have concerns or problems related to the course, please talk with me first, but try to do it in person. If you have an issue that needs attention beyond me please make an appointment with Dean Sequeira or Provost Van Duzer.
- **Student Athletics and Other University Activities:** Student athletes, debaters, and government leaders must inform me of their travel schedules (if they cause absences) by the second week of the quarter so that we can work around any issues.

WEATHER & SAFETY

1. **Inclement Weather or other university closing:** In the event of inclement weather or an emergency that might close the university, check the SPU website. You may also call the emergency closure hotline (206-281-2800). Both will be updated before 6:00 a.m. Please insure that you have updated your emergency information into banner so that you can receive a text if other university emergencies arise.
2. **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.
3. **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), announcements over the outdoor public address system, and electronic reader board messages.
 - If you are in a building at the time of a lockdown:
 1. Stay inside unless the building you are in is affected. If it is affected, you should evacuate.
 2. Move to a securable area (such as an office or classroom) and lock the doors.
 3. Close the window coverings then move away from the windows and get low on the floor.
 4. 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:
 1. Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to further danger.
 2. Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System)
4. **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 attached to each classroom podium 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 the BEC your full cooperation whenever they issue directions. They will be the first line of contact during an actual emergency and cooperation with them should be immediate and complete.

5. SPU-Alert System

- The SPU-Alert System provides free notification by email and text message during an emergency. Text messaging has 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.

6. 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.

Final Caveat: I reserve the right to change any part of this syllabus for any reason. This includes changing or deleting assignments. I will NOT add work – it is usually a drop or small change of date. Sufficient notice will be given to you if changes to the syllabus are necessary.

By accepting this syllabus and staying enrolled in this course, you are indicating that you understand and accept the terms of this syllabus.