

### INVITATION

If you are a dreamer, come in,  
If you are a dreamer, a wisher, a liar,  
A hope-er, a pray-er, a magic bean buyer . . .  
If you're a pretender, come sit by my fire  
For we have some flax-golden tales to spin.  
Come in!  
Come in!

**Instructor: Meg Hudson  
(she/her)**

[meghuds@pdx.edu](mailto:meghuds@pdx.edu)

### **Class Meetings**

Mondays & Wednesdays  
2:00-3:50 PM

### **Location**

Cramer Hall 258

### **Office Hour**

In-person: 4-5 PM Mon/Wed  
in FMH 304 (Knock on door)

Online: 10 AM- 11 AM

Mon/Wed or by  
appointment

## Composition I

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### Catalog Description

WR 121 engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes.

### Learning Outcomes

Students who participate actively in this class will accomplish the following:

- Apply rhetorical concepts through analyzing and composing a variety of texts.
- Engage texts critically, ethically, and strategically to support writing goals.
- Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres.
- Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts.
- Explore the beliefs and behaviors that influence your learning, and take ownership of your future literacy development.

Simply put, my goal is to assist you in communicating as effectively and confidently as you can through writing. We will use reading, writing exercises, and essays to help you get there.

### Land Acknowledgement

Portland State University occupies the traditional and ancestral homelands of the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin Kalapuya and many other Indigenous nations of the Columbia River. It is important to acknowledge the ancestors of this place and to recognize that we are here because of the sacrifices forced upon them. In remembering these communities, we honor their legacy, their lives, and their descendants.

## Course Requirements

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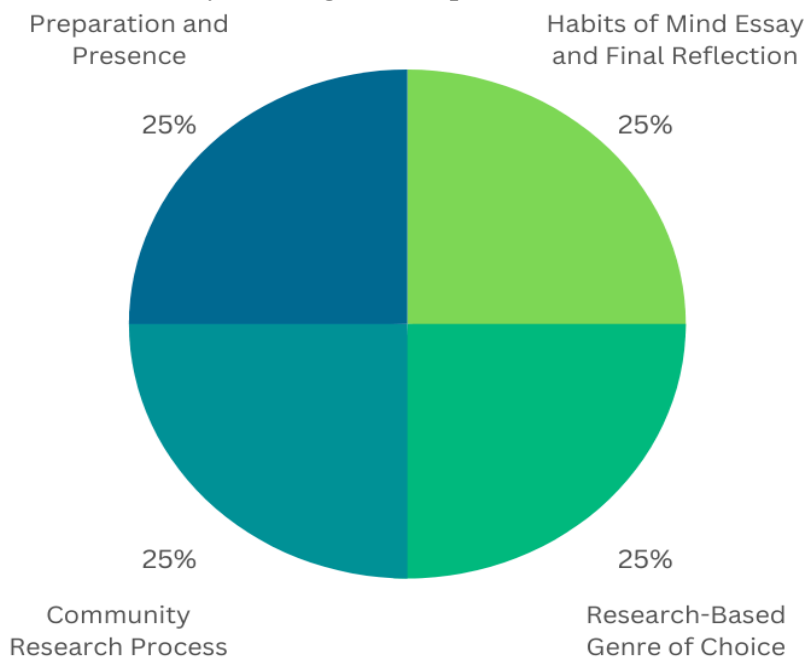
### Workload

College coursework occurs primarily outside of class time. Conventional wisdom has it that for every 1 credit hour, students should spend 2-3 hours outside of class working/studying. **For this 4-credit course, that means about 8-12 hours of work per week in addition to class hours.** Ultimately, your success in this class depends on your work ethic as well as effective time management.

It is worth mentioning that we are still living through the effects of a global pandemic. The social and ecological crises have affected our ability to think, write, read, plan, etc. Furthermore, everyone in this class has different lifestyles, different schedules, and different needs when it comes to their education. If at any point you are struggling with the workload, please feel free to get in touch with me, either over email or during my office hours— I'm happy to work together to help you get through this course.

### Grading System

To emphasize process and practice, this course uses a combination of labor-based and specifications grading. I will provide clear expectations for each assignment and if your work meets those expectations, you'll receive full credit. If it somehow misses the mark, you'll receive half credit and an invitation to revise. If it's missing for more than a week (without making specific arrangements with me), I will not be able to give you credit for that assignment. **All 3 major assignments must be completed to pass this course.** If you have any questions along the way about the course or your assignments, please ask!



## Required Materials

Our course [Canvas](#) site will be the hub for course communication and materials. PSU has student tutorials and resources [here](#), and [Canvas's student guide](#) is quite helpful. This is a no-cost course, meaning we will use free resources provided through Canvas. You are expected to have access to all required materials in class, whether printed or accessed on your computer.

## Preparation and Presence – 25%

Becoming a better writer is an active practice, and it relies on individual and collective engagement. In this course, you have the opportunity to connect with fellow novice writers as you embark on this journey! Our class will be a supportive environment where errors are not judged, questions are welcomed, and discussion takes place frequently. Building this community is a collaborative endeavor and active participation from everyone is crucial to its development.

This course blends a variety of learning methods and invites you to experiment and evaluate what works best for you. If you encounter challenges, I'm open to discussing them and finding solutions together. My goal is to ensure that everyone has an opportunity to participate through various avenues—it won't solely hinge on raising your hand and speaking in class. Occasionally, I will incorporate written check-ins at the beginning or end of class as well as reading reflections and discussion posts (outlined in the course schedule) that will also count toward your participation grade.

Ultimately, if you come ready to engage in reading discussions, participate in activities, work on drafts and revisions, contribute to workshops, and reflect on your progress, you'll be successful in this class.

## Habits of Mind (HOM) Essay and Final Reflection – 25%

We'll begin by examining our own learning histories and intellectual habits. You'll explore a particular relationship, experience, or theme in your own personal essay, drawing on class discussion of that genre and its conventions. Your essay should be about 750-1000 words. You are welcome to include any visual, audio, or other multimedia elements.

At the end of the term, we'll return to the HOM essay and consider how those habit(s) played out in this course or this quarter. In an essay of about 500 words, you'll reflect on your progress this quarter and potential ways to develop your skills in the future.

## Community Research Process – 25%

This term, you will be studying a community of personal, academic, or professional interest to understand how they use writing and other forms of communication to achieve their goals. Each student will contribute **2 sources (including at least one scholarly source)** to the class research collection:

- **Primary source:** Interview a member of the selected community, using prompts generated by the class; record with permission, transcribe the interview, and add it to the

primary source archive. Provide a < 500-word summary of the situation, source, and highlights and add to the annotated bibliography.

- **Scholarly source:** Find a peer-reviewed academic article or chapter in a scholarly collection related to the selected community. Summarize according to specifications (each entry < 500- words) and add to the annotated bibliography.
- **Research-based podcast:** Find a reputable, credible, CRAP-testable (we'll learn about this in class!) podcast series (or at least 2 episodes) related to the selected community. Summarize according to specifications (each entry < 500- words) and add to the annotated bibliography.

These resources will become the shared materials for the research-based genre of choice.

## Research-based Genre of Choice – 25%

Finally, you will share what you've learned. Using the results of the class's research collection, you'll select, study, and compose a rhetorically appropriate genre:

- **Practical Guide:** Provide a user-friendly introduction to the selected discourse community, explaining key genres and conventions for new members, such as students.
- **Research Proposal:** Articulate a research agenda for further study, including existing conversation, study design, and potential value to academic discourses.
- **Podcast Episode:** Explore the research collection within an audio essay about discourse communities in theory and/or practice for a target audience.

Each of these compositions should reference and engage at least 4 sources in about 1000-1500 words, which is approximately 5-7 minutes when spoken.

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## Community Expectations

### Ethical Conduct

Whether you approach this class with a high level of confidence in your ability to write or minimal assurance, writing can be a sensitive subject for various reasons— but the only way to improve is to take chances. For that reason, working together to create a safe and supportive environment is essential. You will be working together regularly in class discussions, workshops, and peer review sessions. This is how composition in the real world works; collaboration and negotiation are essential.

It's therefore crucial that we all treat each other with respect and care. If you experience any problems in this area, please don't hesitate to reach out; we will work together to resolve the situation.

For general university expectations, please view [PSU's Conduct Resources for Students](#).

### Access & Inclusion

PSU is committed to fostering mutual respect and full participation for all students. I will do everything in my power to help you achieve your goals, and I welcome your help in creating a

learning environment that is equitable, usable, inclusive, and welcoming. **If anything gets in your way, please tell me.**

If you have (or think you have), a learning difference or disability related to your learning that may affect your work in this class, you can get assistance and support from the [Disability Resource Center](#). Their mission is to identify, evaluate, and reduce or eliminate barriers to student access and equity. Please call their office at 503-725-4150, email at [drc@pdx.edu](mailto:drc@pdx.edu), or visit their front desk at 116 Smith Memorial Student Union (Monday-Friday 9 am-5 pm).

## Attendance

Attendance is a requirement for this class. This course is based on discussion, collaboration, and practice. For that reason, participation in class activities constitutes a significant portion of your grade. In particular, individual conferences and peer review sessions are essential, and you must make arrangements with me to make up any you miss. **You'll be allowed 2 personal days with no penalty, but any more than 5 unexcused absences put you at risk of failing the course.** Absences for religious holidays and athletic obligations are always excused. If you need to miss class for any other reason, please send me an email ahead of time if possible to let me know so that I can send you any materials that you'll miss.

Of course, we all share the responsibility of keeping ourselves and each other safe, which means abiding by [PSU's classroom requirements \(see below\)](#).

## Classroom Requirements for All Students and Faculty Due to COVID-19

**Please don't come to class if you're sick!** Contact me, take advantage of [PSU's free COVID-19 testing](#), stay at home (except to get medical care), separate yourself from others, monitor your symptoms, and follow medical advice. If you test positive, [report those results to PSU](#). Thank you for helping take care of our community.

See the [PSU Covid guidelines](#) for updated information.

## Deadlines and Extensions

Deadlines are designed to ensure your successful completion of the course. Keeping up with the process is essential to your individual progress and our collective work. It will also prevent you from being overwhelmed by work later in the term. For that reason, you are expected to submit your work—especially drafts!—on time and according to specifications.

If you miss a peer review session, you may make it up by either dropping in during my office hours to discuss your work or by visiting the Writing Center and documenting that visit in your submission.

Late drafts and informal exercises will receive only partial credit. These assignment portals will be closed after a week; if you wish to make particular make-up arrangements, please reach out to me.

All “final” assignment submissions have a 2-day grace period, after which a point will be deducted per day late. You are welcome to request (in advance) a deadline extension of up to 5 days in order to navigate your schedule and ensure a product that makes you proud. **No late assignments will be accepted more than 2 weeks after the deadline** unless we make arrangements ahead of time.

As always, talk to me if you’re struggling to keep up, so we can strategize solutions together.

## Intellectual Property & Academic Integrity

Intellectual property is a central concern of writing and research, and we will cover appropriate methods for using others’ work. For the purposes of this class, I will not consider AI-generated writing to be your own, and submitting it as such constitutes academic dishonesty, just like more conventional plagiarism. (It’s also fascinating and potentially field-changing, so we can definitely talk about and play with it!)

If either situation arises, you will attend a mandatory conference, then revise and resubmit the work by an agreed-upon deadline. A second offense will result in an F on the assignment, and I may submit a report of [academic misconduct](#) to the [Dean of Student Life’s Conduct Office](#).

## Wellness & Safety

College can be hard on your body and brain. Science proves we work best with 8+ hours of sleep, regular exercise, and solid nutrition. Try to take care of yourself; you’ll learn and perform better. Take advantage of campus resources to keep you sane and strong:

- Students have access to all kinds of free and confidential services via the [Student Health and Counseling Center \(SHAC\)](#), as well as [Wellness Education](#) from the [Wellness and Health Action Team](#).
- My Student Support Program @ PSU offers free and easy access to mental health counselors at any time, from any place via the My SSP app (from [App Store](#) or [Google Play](#)), [My SSP website](#), or by calling 866-743-7732 or, if calling from outside US or Canada, 001-416-380-6578.
- If you see a peer in distress, [PSU’s C.A.R.E. program](#) can help you help them.
- For security concerns, please refer to [Campus Public Safety](#).
- For information about emergency preparedness, visit the [Fire and Life Safety webpage](#).

## Mandatory Title IX Reporting

One of my responsibilities is to create a safe learning environment for students and the campus as a whole. Please be aware that as a faculty member, **I have the responsibility to report any instances of sexual harassment, sexual violence, and/or other forms of prohibited discrimination**. If you would rather share information about sexual harassment, sexual violence, or discrimination with a confidential employee who does not have this reporting responsibility, you can find [a list](#) of those individuals or contact a confidential advocate at 503-725-5672 or [psuwrc.youcanbook.me](#).

## Basic Needs

It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. Resource centers across campus are here to provide referrals and assistance:

- [Student Homelessness and Economic Crisis resources](#)
- [Emergency Funds](#)
- [PSU Food Pantry](#)
- [SNAP Training and Education Program \(STEP\)](#)
- [Support for Students with Children](#)
- [Financial Wellness Center](#)

## Community Support

Success is (or should be) a team sport. Take advantage of these campus connections:

- [Diversity and Multicultural Student Services](#)
- [Multicultural Retention Services](#)
- [Multicultural Student Center](#)
- [La Casa Latina Student Center](#)
- [Middle East, North Africa, South Asia Initiative](#)
- [Native American Student and Community Center](#)
- [Pacific Islander, Asian & Asian American Student Center](#)
- [Pan-African Commons](#)
- [Queer Resource Center](#)
- [Women's Resource Center](#)
- [Veterans Resource Center](#)

## Flexibility Statement

I reserve the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather, or class situations. I will communicate any changes as far in advance as possible, via email and Canvas.

## Course Schedule (refer to Canvas for details)

Welcome to College Writing	
<b>Week 1</b> September 30th	<p>Introductions and Overview</p> <p>Complete <b>after</b> class:</p> <ul style="list-style-type: none"> <li>• <a href="#">“Why I Write”</a> by Joan Didion</li> <li>• <a href="#">“On Keeping a Notebook”</a> by Joan Didion</li> <li>• Fill out <a href="#">“Getting to Know You”</a> survey</li> </ul> <p>In class: review syllabus, get to know each other, introduce frameworks for success in college writing and Habits of Mind essay</p>
<b>Week 1</b> October 2nd	<p>Rhetoric and Genre</p> <p>Complete <b>before</b> class:</p> <ul style="list-style-type: none"> <li>• Didion readings</li> <li>• <a href="#">“Backpacks vs. Briefcases”</a> by Laura Carroll</li> <li>• Print copy of <a href="#">“Shitty First Drafts”</a> by Anne Lammott and bring to class</li> </ul> <p>In class: discuss Didion readings, introduce key concepts of the rhetorical situation, read Lammott “Shitty First Drafts”</p> <p><b>Due: Reading reflection Friday 10/04 by 11:59 PM (submit to Canvas)</b></p>
Habits of Mind Essay	
<b>Week 2</b> October 7th	<p>Introducing the First Essay</p> <p>Complete <b>before</b> class:</p> <ul style="list-style-type: none"> <li>• <a href="#">“Mother Tongue”</a> by Amy Tan</li> <li>• <a href="#">“Learning the Grammar of Animacy”</a> by Robin Wall Kimmerer</li> </ul> <p>In class: analysis of Tan and Kimmerer personal essays, review key concepts of the rhetorical situation, brainstorm essay ideas for “shitty” first drafts</p>

<b>Week 2</b> October 9th	Habits of Mind Essay  Complete <b>before</b> class: <ul style="list-style-type: none"> <li>• <a href="#">“Navigating Genres”</a> by Kerry Dirk</li> </ul> In class: review conventions/constraints of writing and genre; workshop a “shitty” first draft example, discuss goals/guidelines for peer feedback  <b><u>Due: Reading reflection Friday 10/11 by 11:59 PM (submit to Canvas)</u></b>
<b>Week 3</b> October 14th	Complete <b>before</b> class: <ul style="list-style-type: none"> <li>• “Responding, Really Responding to Other Students’ Work” by Straub</li> <li>• <a href="#">“Make Your ‘Move: Writing in Genres”</a> by Jacobsen, Pawlowski, &amp; Tardy</li> </ul> In class: Discuss rough draft progress, review goal & guidelines for peer feedback; whole class workshop of sample (not student) essay  <b><u>Due: Post HOM essay rough draft to discussion board Wednesday (10/16) by 11:59 PM</u></b>
<b>Week 3</b> October 16th	In-class: Peer review of Habits of Mind personal essay rough draft  <i><b>Bring 3 printed copies of your rough draft to class!</b></i>  <b><u>DUE: Submit revised Habits of Mind essay draft to Canvas before conferences! (10/21- 10/23)</u></b>
<b>Week 4</b> October 21st	Individual conferences ( <i>Sign up sheet on Canvas!</i> )  Complete <b>outside of</b> class to help with revision process: <ul style="list-style-type: none"> <li>• Read: “The Sixth Paragraph”</li> </ul>
<b>Week 4</b> October 23rd	Individual conferences ( <i>Sign up sheet on Canvas!</i> )
<b>Essay 1 Due!</b> October 25th	<b><u>Submit Habits of Mind essay Friday 10/25 by 11:59PM</u></b>

Community Research Process	
<b>Week 5</b> October 28th	<p>Understanding Discourse Communities</p> <p>Complete <b>before</b> class:</p> <ul style="list-style-type: none"> <li>• <a href="#">“Understanding Discourse Communities”</a> by Dan Mezler</li> <li>• <a href="#">“Critical Thinking: From the Personal to The Academic”</a> (pg. 37- 45) by Gita DasBender</li> <li>• Read 2 scholarly articles (collection posted to Canvas) that look interesting—bring notes to class!</li> </ul> <p>In class: reflection on literacy essay, class activity— genre analysis of academic/scholarly articles in different disciplines</p> <p>(Review in class <b>before library day</b>: <a href="#">“Getting Started with Your Research at PSU Library”</a> &amp; <a href="#">Information Literacy Reflection Tool</a>)</p>
<b>Week 5</b> October 30th	<p><b><u>LIBRARY DAY:</u></b> using library resources; researching and evaluating primary and secondary sources</p> <p>Complete <b>before</b> class:</p> <ul style="list-style-type: none"> <li>• Read Writing Spaces, <a href="#">Creating, Using and Sharing Information in Research Communities</a> by Hemstrom &amp; Anders</li> <li>• Research community idea + questions (posted to discussion board)</li> </ul> <p><b><i>Due: Habits of Mind reflection Friday 02/09 by 11:59 PM (submit to Canvas)</i></b></p>
<b>Week 6</b> November 4th	<p>Academic Research and Writing Strategies</p> <p>Complete before class:</p> <ul style="list-style-type: none"> <li>• <a href="#">Reading Games: Strategies for Reading Scholarly Sources</a> by Karen Rosenberg</li> <li>• Find &amp; read one peer-reviewed article on your topic before class.</li> </ul> <p>In class: discuss questions about readings; primary and secondary research; interview questions and strategies</p> <p><b>Due: Post research idea + questions Wednesday 11/06 by 11:59 PM</b></p>

<b>Week 6</b> November 6th	<p>Introducing the Final Essay</p> <p>Complete <b>before</b> class:</p> <ul style="list-style-type: none"> <li>Find and read a peer-reviewed article related to your research question</li> <li>Draft a summary of selected article</li> </ul> <p>In class: discuss annotated bibliography as genre; finding the research conversation, situating inquiry within discourse community; interviews and transcription</p> <p><b>Due: Post revised summary as annotated bibliography entry to discussion board by Sunday 11/10 @ 11:59 PM</b></p>
Research-based Genre of Choice	
<b>Week 7</b> November 11th	<p>Annotated bibliography workshop</p> <p>Complete <b>before</b> class:</p> <ul style="list-style-type: none"> <li>1 source citation and summary (posted to discussion board)</li> <li><a href="#">“Make Your ‘Move: Writing in Genres”</a> by Jacobsen, Pawlowski, &amp; Tardy</li> </ul> <p>In class: discuss annotated bibliographies, assemble class research collection; evaluate and edit contributions</p>
<b>Week 7</b> November 13th	<p>Strategy Session</p> <p>Complete before class:</p> <ul style="list-style-type: none"> <li>Informal proposal/plan for research-based project</li> </ul> <p>In class: ask any questions, discuss workshop ideas, explore strategies, analyze samples of previously successful student drafts</p>
<b>Week 8</b> November 18th	<p>NO CLASS – individual conferences</p> <p>Bring to conferences:</p> <ul style="list-style-type: none"> <li>Citations and summaries for the articles you have found</li> </ul> <p>Complete <b>outside of</b> class:</p> <ul style="list-style-type: none"> <li><a href="#">Find the Best Tools for the Job: Experimenting with Writing Workflows</a> by Ittersum &amp; Lockridge</li> </ul> <p><b>Due: Finalize summaries of 2 sources (including 1 scholarly) to shared research collection</b></p>

<b>Week 8</b> November 20th	NO CLASS – individual conferences Bring to conferences: <ul style="list-style-type: none"> <li>• Due: post reading response on Canvas by 5pm</li> </ul>
<b>Week 9</b> November 25th	Using Sources and Credibility  Read <b>before</b> class: <ul style="list-style-type: none"> <li>• <a href="#">Annoying Ways People Use Sources</a> by Kyle D. Stedman</li> <li>• Read before class: They Say/ I Say, “As He Himself Puts It”</li> <li>• Bring to class: several passages to quote or paraphrase in your research project</li> </ul> In class: synthesizing source findings; using sources credibly
<b>Week 9</b> November 27th	Finding the Right Style <ul style="list-style-type: none"> <li>• Read before class: “Grammar, Rhetoric, and Style”</li> <li>• Due: post reading response on Canvas by 5pm</li> </ul>
Revision and Reflection	
<b>Week 10</b> December 2nd	Peer Review Workshop & Habits of Mind Reflection Process  Complete <b>before</b> class: <ul style="list-style-type: none"> <li>• Reflective Writing and the Revision Process: What Were You Thinking?</li> <li>• Bring 3 copies of Research Project Draft to class for peer review workshop.</li> </ul>

<b>Week 10</b> December 4th	Reflection & Intention <ul style="list-style-type: none"> <li>• Presenting Your Research</li> <li>• Prepare for class: 2 minute presentation of your research project</li> </ul> <p>In class: reflect on the quarter, ask questions about final assignment or other course content, optional one-on-one conferences with me</p>
<b>Finals Week</b> (December 9th-11th)	<p><b>Final reflections and research-based genre due 12/09</b></p> <p><b><u>All work must be turned in by December 11th at 11:59 PM!</u></b></p>