

PROGRAM IN WRITING AND RHETORIC

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Courses given in Program in Writing and Rhetoric have the subject code PWR. For a complete list of subject codes, see Appendix B.

GOALS OF THE PROGRAM IN WRITING AND RHETORIC

The Program in Writing and Rhetoric (PWR) designs and teaches courses that meet the writing and rhetoric requirement for undergraduates at Stanford.

PWR courses engage students immediately in rhetorical and contextual analysis of texts and substantive research-based argument. Students in PWR courses learn and practice time-tested rhetorical principles to gain increasing control over the intellectual and stylistic elements of their writing; they learn to analyze the ideas and persuasive strategies of others and to apply those insights to their own writing.

Toward these ends, the first term of PWR 1-2 focuses on elements of academic argument: understanding a writer's stance, developing a supportable argumentative thesis, discovering, developing, and deploying cogent proofs, making appropriate organizational and stylistic choices, and understanding the expectations of a wide range of audiences. The second term focuses more intensively on research-based writing, including the effective use of print and non-print sources, primary and secondary sources, and data based on fieldwork. Students enrolled in Writing and Rhetoric 3, an accelerated course, focus most attention on carrying out significant research and using it as the basis for a polished and persuasive research-based essay.

As a general rule, students complete a minimum of four major writing assignments each quarter, varying from 5 to 15 pages in length, and work intensively on revising each piece of writing. These assignments involve analyzing a range of texts as well as identifying, evaluating, and using multiple sources in support of academic and research-based arguments. In-class discussions on the nature of intellectual property and plagiarism, on how to read with an increasingly critical eye, and on how to identify, evaluate, integrate, and cite sources provide some of the most important academic learning experiences of students' first year of work at Stanford.

Writing and Rhetoric classes enroll no more than 15 students, and all classes operate as seminars in which participation is crucial. In-class work often includes close reading of and responding to the writing of peers; these workshops are augmented by a minimum of three individual or small group conferences with the PWR instructor during the quarter.

The Program in Writing and Rhetoric offices are located on the second floor of Margaret Jacks Hall (Building 460). For further details on the program and its offerings, visit our web site at <http://pwr.stanford.edu>.

THE STANFORD WRITING CENTER

The Stanford Writing Center supports student writing in a range of academic contexts. The Center emphasizes support for first-year students writing for PWR, Introduction to the Humanities, and Stanford Introductory Seminars, while also serving all Stanford undergraduates through one-to-one and group tutorials, workshops, and seminars. Other events sponsored or hosted by the Center include fiction and poetry readings, the "How I Write" series featuring faculty, and spoken word performances. For further details on the center, visit the center's web site at <http://swc.stanford.edu>.

THE STANFORD STUDY OF WRITING

In 2001, PWR began a major research project, the Stanford Study of Writing. The focus of the project is the development of undergraduate writing and the teaching of writing. In 2002-2003, the students in the study will continue to submit all of the writing done for their courses, as well as important out of class writing. Students participating in the study will receive an electronic portfolio including all their writing when they graduate in 2005.

PWR PEDAGOGY PROGRAM

PWR offers ENGLISH 397A, a pedagogy seminar for all graduate students (TAs) from English, Modern Thought and Literature, and Comparative Literature who will teach PWR courses as part of their graduate studies. The pedagogy seminar taught in the Autumn and focuses on syllabus design, developing writing assignments, and responding to student writing. The history of rhetoric and writing supplies a theoretical foundation as well as practical lessons for how to teach writing and research most effectively. In the Winter and Spring, graduate students continue their pedagogical development through a series of workshops and seminars focused on specific issues in the teaching of writing. Elements of the pedagogy program include class visits; group evaluation of papers; workshops and lectures; a handbook on teaching and a library of teaching materials; a program web site with links to other writing program sites; and individual work with mentors and peers.

TRAINING FOR WRITING CONSULTANTS

In partnership with the Undergraduate Advising Center, PWR teaches a course on the tutoring of writing (PWR 195) for undergraduates interested in working as peer writing consultants in the Stanford Writing Center and across the campus.

COURSES

Stanford students complete the first-year writing requirement in one of two ways: by enrolling in PWR 1 and 2, classes which normally meet for 75 minutes twice a week and carry three units of credit in each of two quarters; or (for those who score 4 or 5 on the Advanced Placement Test in English Language or English Literature, or 6 or 7 on the International Baccalaureate Higher Level Test) by enrolling in PWR 3, which normally meets for 110 minutes twice a week or 75 minutes three times a week for one quarter and carries four units of credit.

Before the term in which students begin PWR course(s), they review the program course descriptions listed on the PWR web site at <http://pwr.Stanford.edu>. After studying the offerings, students submit a list of top choices, and the PWR office makes assignments based on the courses of greatest interest to each student.

COMMUNITY WRITING PROJECT (CWP)

Students who elect to enroll in a class designated "CWP" will write at least one project during the term (a grant proposal, pamphlet, news article, profile, web site) for a local community service agency. The Community Writing Project Coordinator provides an orientation for each CWP class, including a description of participating agencies. Community writing project assignments are then made in consultation with the instructor and the CWP coordinator.

THE SECOND HALF (WRITING AND RHETORIC 2, AUTUMN ONLY)

Designed for transfer students who have met the requirement for Writing 1 but who need to take a second term in order to fulfill the first-year writing requirement, these classes parallel other Writing 2s, with special emphasis on research-based argumentative essays.

DIRECTED WRITING (WRITING 4)

Students who wish to take an additional writing class to continue concentrating on the development of their writing may enroll in Writing 4. The class meets once a week as a group. Since classes are small, instructors tailor assignments individually and, in addition, meet with each student once a week.

PWR 1,2. Writing and Rhetoric 1-2—The successful completion in proper order of this sequence satisfies the first-year writing requirement. Students confer individually with their instructors. The sequence emphasizes rhetorical and contextual analysis of readings, research, and argument. The second quarter places greater emphasis on developing research-based arguments utilizing a range of sources.

3 units, for each course in sequence, Aut-Win, Win-Spr (Staff)

PWR 2. Writing and Rhetoric 2: The Second Half—Designed for students who have met the requirements for PWR 1 but who need the second course in the sequence to complete the first-year writing requirement. Course content parallels other PWR 2 sections, with emphasis on research-based argument.

3 units, Aut (Staff)

PWR 3. Writing and Rhetoric 3—Fulfills the first-year writing requirement in one quarter; placement available only to students scoring 4 or 5 on English AP Exam or 6 or 7 on International Baccalaureate Higher Level Exam. Students confer individually with their instructors. As in PWR 1-2, emphasis is on rhetorical and contextual analysis of readings, research, and argument. Focus is on development of a substantive research-based argument utilizing a range of sources.

4 units, Aut, Win, Spr (Staff)

PWR 4. Directed Writing—For students who have completed the first-year writing requirement and desire further work on developing their writing. Continued emphasis on analysis and research-based argument, with attention to writing for a range of audiences and in varied disciplinary contexts. Workshops and individual conferences. Graduate credit available.

3-4 units, Aut, Win, Spr (Staff)

PWR 5. Independent Writing—For students who have completed the first-year writing requirement and wish to work on a specialized writing project with the guidance of a PWR instructor.

1-5 units, Aut, Win, Spr (by arrangement with PWR staff)

PWR 6. Writing Workshop

1 unit, Aut (Staff)

PWR 20. Oral and Multimedia Rhetoric—For students who have completed the first-year writing requirement and desire further work in developing skills in argument and research-based writing, with emphasis on oral communication and multimedia presentations. Individual conferences with instructor and opportunities for collaborative projects.

4 units, Win, Spr (Staff)

PWR 91. Intermediate Writing—For students who have completed the first-year writing requirement and desire further work in developing their skills in argument and research-based writing, with additional emphasis on writing effectively in discipline-specific contexts and nonfiction genres. Individual conferences with instructor and peer workshops.

3 units (Staff)

PWR 191. Advanced Writing—(Same as ENGLISH 191.) Advanced writing, open to undergraduates and graduates and taught through tutorials, short lectures, and general discussion.

3 units, Spr (Diogenes)

PWR 193. Writing the Honors Thesis—For students from all majors in the process of writing an honors thesis. Review of key elements of thesis process, including literature reviews, structure, argumentation, style, and documentation. Group and individual workshops.

1-5 units, Win, Spr (Staff)

PWR 194. Topics in Writing and Rhetoric—Contact PWR for focus of course.

4 units (Staff)

PWR 195. Peer Writing Tutor Training Course—For students interested in becoming a peer writing tutor in the Stanford Writing Center and/or at other campus sites. Readings on and reflection about writing processes, the dynamics of writing and tutoring situations, tutoring techniques, learning styles, diversity, ethics, and other topics. Course includes observation of tutoring sessions, written responses to readings, and other written work.

3 units, Spr (Staff)

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